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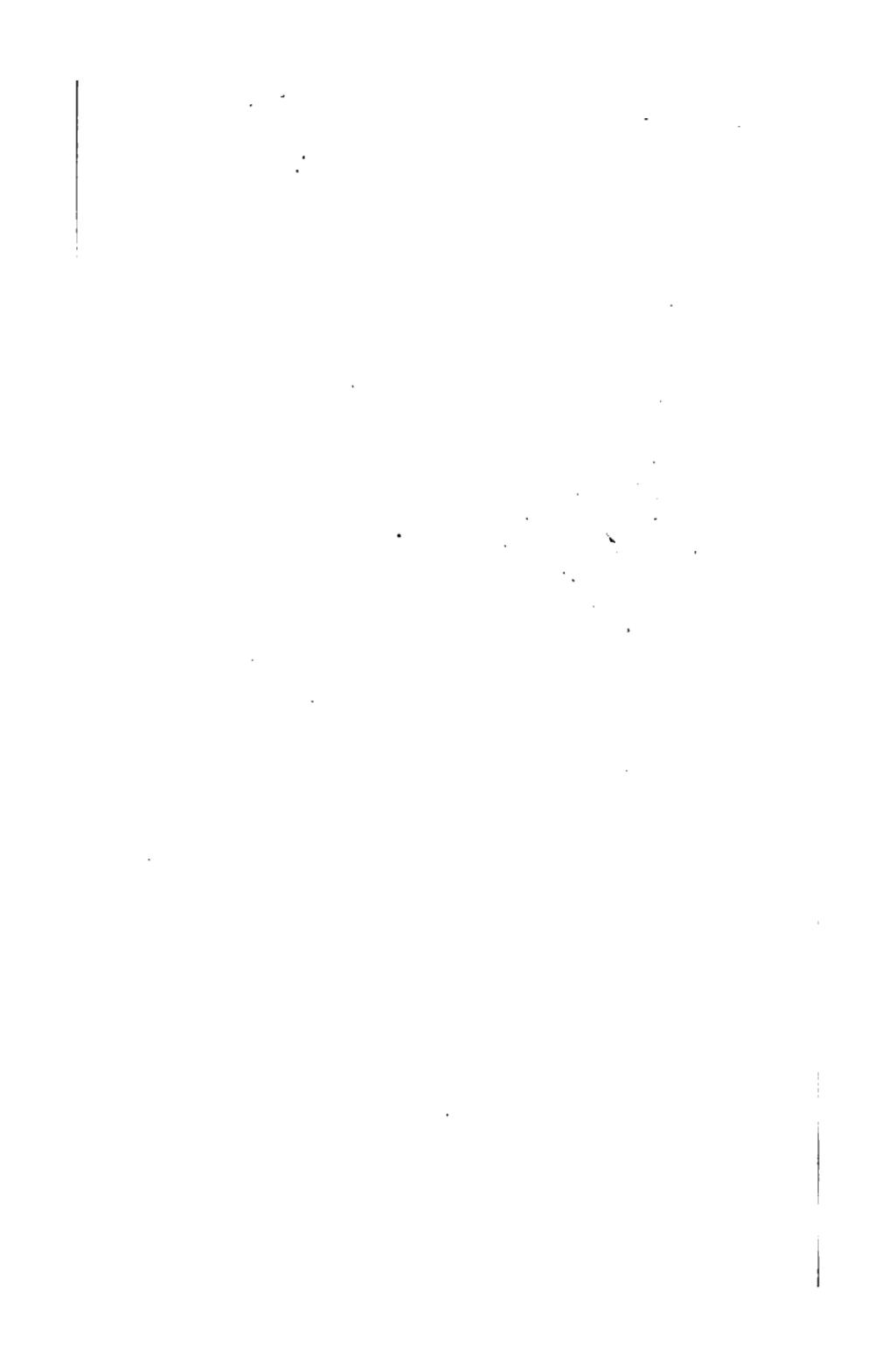
KENNY'S  
ENGLISH  
GRAMMAR.



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AN  
**ENGLISH GRAMMAR;**

**ADAPTED TO THE  
COMPREHENSION OF YOUNG PERSONS,**

**WITH**

**Syntactical Observations for more advanced Students,**

**ORTHOGRAPHICAL EXERCISES, LESSONS ON PARSING, EXERCISES,**

**AND**

**QUESTIONS FOR EXAMINATION.**

**BY**

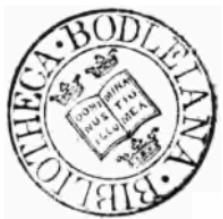
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To their Royal Highnesses the Princesses and Princes of Saxe-Coburg Gotha,  
and the Royal Infantas of Spain.*

**LONDON:  
G. ROUTLEDGE & CO. FARRINGDON STREET;  
NEW YORK: 18, BEEKMAN STREET.**

**1858.**

*302. c. 62.*



*Dedicated,*

WITH KIND PERMISSION,

AS A MARK OF

RESPECT AND ESTEEM

TO

H. R. H.

MONSEIGNEUR THE PRINCE DE CONDÉ,

BY

HIS ENGLISH PROFESSOR,

W. D. K.



## P R E F A C E.

---

To be able, with facility and precision, to express our thoughts correctly, and in our *own* words, is an advantage acquired, in a great measure, from the study of GRAMMAR ; and, in order to show the great importance of this branch of education, it is manifest, that as there is nothing more essential than the *knowledge*, so there is nothing more disgraceful than the *ignorance* of it. All practical teachers are fully aware of the importance of this science, and many, to supply the desideratum of necessary information on the subject have issued elementary treatises with the view of facilitating its acquirement. Notwithstanding this mass of grammatical works, how is it that so many of the rising generation are either entirely ignorant of the principles of English Grammar, or have derived but little practical benefit from its study ? We know not how to account for this defect, beyond the fact that many of the books of this part of EDUCATION are so *complex* and *obscure* as to make the study of grammar difficult and distasteful. The grammars of Lennie, Sheridan, Allen and Cornwall, Hiley, Murray, Turner, Goodwin, and others, contain excellent information, and may be read and studied with great advantage ; and the author of the following pages takes this opportunity to acknowledge how much he is indebted to these writers for valuable suggestions, from the perusal of their works : but, as a practical teacher, he imagines that, in every one of these grammars, there seems

to be something wanting, either in the *arrangement* or *explanation*; and this will account for the presumption on his part, in adding a new English grammar to the growing heap of scholastic volumes; hoping, by avoiding the shoals that others have struck against, that he may pilot, with safety, the tyro through the study of his own language.

It cannot be supposed that English grammars can differ *materially* in matter; perhaps all that can be said respecting our language may be found in some grammar or another. The author has merely tracked out a new *arrangement* of the principles of grammar; and, by endeavouring to be as brief as he can in his compilation, hopes not to be found defective in giving all that is necessary in an elementary work.

The principal subjects of the following pages are printed in **LARGE TYPE**, and may be committed to memory by the lower form of students; and the **SMALLER TYPE** can be read in the class after the lesson has been repeated. The **OBSERVATIONS**, printed in double columns, must be read attentively by the students of a higher class, and committed to memory when the teacher thinks proper, in order to answer the questions given at the end of the work, which are prepared to correspond with the grammar. The orthographical exercises and parsing lessons, in the **APPENDIX**, will be considered, by every practical teacher, as a very useful addition to fix in the mind of the pupil the rules previously studied or consulted.

W. D. K.

ST. MARY'S, RICHMOND, *January, 1858.*

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# KENNY'S ENGLISH GRAMMAR.

---

1. GRAMMAR is the science of WORDS, and English Grammar is the art of speaking and writing the English Language correctly.

2. GRAMMAR is divided into *four* parts; namely, ORTHOGRAPHY, ETYMOLOGY, SYNTAX, and PROSODY. PUNCTUATION may be likewise considered as a necessary part of GRAMMAR.

3. ORTHOGRAPHY teaches the *Forms and Sounds of Letters*, and the *just Method of Spelling Words*. Spelling is the art of expressing words by their proper letters, and of rightly dividing them into syllables.

4. ETYMOLOGY treats of the *Derivation, Classification, Inflection, or Declension* of words.

5. SYNTAX teaches the *Construction of Sentences*, and treats of the *proper Arrangement and Combination of Words and Sentences*.

6. PROSODY treats of the *Pronunciation*, of the *proper Accent of Words*, and of the *Laws of Verse*.

7. PUNCTUATION teaches us how to divide *Written Language into Sentences, or Parts of Sentences*, by proper points or stops.

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## PART I.—ORTHOGRAPHY.

### Letters.

8. A LETTER is the least part of a word, and in the English language there are *twenty-six* letters, divided into VOWELS and CONSONANTS.

9. The *Vowels* are *a, e, i, o, u*; and *w* and *y* when they do not begin a word or syllable. All the other letters are *Consonants*.

10. The union of *two* vowels into one sound is called a DIPHTHONG, as *ou* in *ounce*; and if the two vowels are sounded, as they are in *ounce*, it is called a *proper* diphthong. An *improper* diphthong is one in which only one of the two is sounded, as *oa* in *boat*.

11. A TRIPHTHONG is the union of *three* vowels into one sound, as *ea* in *beauty*.

## Words.

12. WORDS are *distinct* or *articulate* sounds by which we express our thoughts.

13. Words are composed of LETTERS, and a *Letter* is the least part of a word.

14. The writing of words correctly is called ORTHOGRAPHY.

15. WORDS are either *primitive* or *derivative*, *simple* or *compound*.

16. A *primitive* word is not derived from another word in the language; as, *man*, *art*, *content*.

17. A *derivative* word can be reduced to a simpler word, and is derived from a primitive; as, *manly*, *goodness*.

18. A *simple* word is not combined with any other word; as, *book*, *basket*.

19. A *compound* word is formed of two or more simple words; as, *book-case*, *basket-maker*.

## Syllables.

20. A *Syllable* is a part of a word, or as much as can be sounded at once; as *gram*, in *Grammar*.

21. A word of ONE syllable is termed a MONOSYLLABLE, as *thought*; a word of TWO syllables is called a DISSYLLABLE, as *thoughtful*; and a TRISYLLABLE is a word of THREE syllables, as *thoughtfulness*. If a word be of FOUR or more syllables, it is called a POLYSYLLABLE; as, *compatible*, *incompatible*, *incompatibility*.

## OBSERVATIONS, ETC. FOR MORE ADVANCED PUPILS.

1. The word *Grammar* is derived from the Greek *γραμμή*, a *letter*.

2. The term *Orthography* sometimes implies mere *spelling*, as we sometimes say, the *orthography* is incorrect. The real meaning of the word is *correct spelling*, from *ορθός* (*orthos*), *correct*, and *γράφω* (*grapho*), *I write*.

3. The word *Language* is derived, through the French, from the Latin word *lingua*, the tongue. *Language*, therefore, means *spoken words*. *Language* is either *oral* (or what is *spoken*) or *written*.

4. The word *Diphthong* is from the Greek *δίς* (*dis*), *two*, and *φθούγγος* (*phtongos*), *a sound*; and *Triphthong* from *τρεῖς* (*treis*), *three*, &c.

5. The word *Syllable* is from *συν* (*sun*), *together*, and *λαμβάνω* (*lam-*

*bo*), *I take*. The word implies a distinct sound, consisting either of one letter, as *I*, or of two or more letters, as *my*, *mine*.

6. Great care should be taken to divide words correctly by attending to the syllables; as a general principle, it may be observed that syllables are those divisions which are made in the correct pronunciation of a word.

The following rules for the separation of syllables may be considered safe to follow:—

7. (1) Two consonants forming but one sound, as *ch*, *th*, *ph*, *ng*, are never separated; as, *church-es*, *weath-er*, *sing-ing*, *a-while*.

8. (2) The terminations *cious*, *tion*, *cial*, *geon*, *geous*, &c., are seldom separated; as, *o-cean*, *ca-pa-cious*, *o-ra-tion*, *spe-cial*, *pi-geon*, *cou-ra-geous*, &c.

9. (3) Compound words are commonly

separated into the simple words of which they are composed ; as, *fear-less*, *pen-knife*, *tea-board*.

10. (4) The termination *ed*, in verbs and participles, is generally considered as a separate syllable, though not always pronounced separately ; as, *lov-ed*, *lear-n-ed*.

11. (5) A single consonant between

two vowels should be joined to the latter : *ha-ly*, *ga-i-ly*, *du-ly*. In many derivative words, the consonant coming between must be joined to the former vowel ; as, *up-on*.

12. (6) Derivative and grammatical terminations, or grammatical affixes, are generally separated ; as, *lov-est*, *read-est*, *weav-er*.

## PART II.—ETYMOLOGY.

1. **ETYMOLOGY** is that part of Grammar which makes known the *meaning* and the *origin* of words, the *various changes* they undergo, and their *derivation*.

2. The **CLASSIFICATION**, **INFLECTION**, and **DERIVATION** of words are included in the study of Etymology.

3. The *Classification* of words means the arrangement of words under the different kinds, called *Parts of Speech*. The English language contains nearly 50,000 words, which are divided or classified under *nine* different kinds.

4. The *Inflection* of words is the change which they undergo in their terminations so as to express their various relations. The parts of speech that admit of *inflection*, or, as it is sometimes called, *decension*, are *Nouns*, *Adjectives*, *Pronouns*, and *Verbs*.

5. *Derivation* is that part of *Etymology* which treats of the origin of words, and gives their *primary* signification.

6. There are in English *nine* sorts of words or parts of speech ; namely, 1. the **ARTICLE**; 2. the **NOUN** or **SUBSTANTIVE**; 3. the **ADJECTIVE**; 4. the **PRONOUN**; 5. the **VERB**; 6. the **ADVERB**; 7. the **PREPOSITION**; 8. the **CONJUNCTION**; and 9. the **INTERJECTION**.

7. An **ARTICLE** is a word joined to a noun to show whether it is used in a particular or general sense.

8. A **SUBSTANTIVE**, or **NOUN**, is the name of any *person*, *place*, or *thing* ; as *George*, *Liverpool*, *pen*.

9. An **ADJECTIVE** is a word which expresses some *quality* or *distinction* that the noun may possess, such as its *colour*, *shape*, *size* ; as, a *BLACK board*, a *ROUND table*, a *LARGE lemon*.

10. A **PRONOUN** is a word used to supply the place of a noun ; as, *Charles* is a *careless boy*, because *HE* loses his books.

11. A **VERB** is that part of speech which implies *action*, or the *doing* of something, and expresses the *state*, *action*, or *suffering* of some person or thing ; as, *I READ*. *Thou WALKEST*. *I AM TAUGHT*. It is used to *command*, to *exhort* or *request*, and even to *ask a question* ; as, *SPEAK out*. *READ carefully*. *CAN you SPEAK French?*

12. An **ADVERB** is a word which qualifies a *Verb*, an *Adjective*, and sometimes another *Adverb*; as, *He wrote CAREFULLY*. *My father is VERY kind, and acts VERY wisely*.

13. A **PREPOSITION** is a word generally set before other words to connect them, and to show the relation which they bear to each other; they are mostly placed before nouns and pronouns; as, *My room is ABOVE the refectory. He is BELOW me in the class*.

14. A **CONJUNCTION** joins words, clauses, or sentences together; as, *Two AND three make five. The captain AND the lieutenant, &c. You may remain, BUT I shall go to London*.

15. An **INTERJECTION** is a word which expresses a sudden emotion of the mind; as, *Alas! Bravo! For shame!*

16. The nine parts of speech may be distinguished by their *properties*, as well as by determinate rules; as—

17. **NOUNS** make sense of themselves; as, *knife, virtue*.

18. **ADJECTIVES** require a *noun* or *substantive*, expressed or understood, to make sense; as, *Good. Good what? Good MEN, good BOYS, &c.*

19. **VERBS** make sense with any of the personal pronouns, or the word *to* before them; as, *I WRITE. Thou READEST. He GOES. We PLAY. You RIDE. They WALK. To SPELL.*

20. **ADVERBS** answer to the questions *when* or *where*, *how*, *how often*, and generally end in *ly*; as, *He reads. How? FLUENTLY. I preached. How often? ONCE.*

#### OBSERVATIONS.

1. The word **ETYMOLOGY** is derived from *ετυμος* (etumos), *true*, and *λογος* (logos), *a word*, and may be defined as the *true origin* of words, or the *meaning* of words.

2. The original meaning of words is sometimes of great utility, to know the proper use to be made of them. Locke says, "If we knew the origin of all the words we meet with, we should thereby be very much helped to know the ideas they were first applied to, and made to stand for."

3. The **INFLECTION** of words is the change which *nouns*, *adjectives*, *pronouns*, and *verbs* undergo. Thus, *pens* is the inflection of the word *pen*; *his* and *whom* are inflections of *he* and *who*; *talked* is an inflection of the verb *talk*.

4. The following are the meanings of the several *Parts of Speech*, according to their derivations:—

5. **ARTICLE** is from *articulus*, a little joint, a member. Although articles are

generally considered as a distinct part of speech, they are in fact a peculiar class of *adjectives*.

6. **NOUN** is from the Latin *nomen*, a name, from the Greek *ονομα* (onoma).

7. The derivation of **ADJECTIVE** is from the Latin *ad*, to, and *jacio*, I throw; or from the word *adjectus*, added to; it cannot therefore stand alone, but must refer to a *noun*, expressed or understood.

8. The word **PRONOUN** is from the words *pro*, for, and *nomen*, a name; and by it, we avoid the frequent repetition of the same word.

9. A **VERB** is the principal word in a sentence, as there is no phrase complete without a verb. The derivation is from *verbum*, a word, and is so called because a verb is the *principal* word in a sentence.

10. The word **ADVERB** is from *ad*, to, and *verbum*, a word. The primary use of this part of speech was to *qualify* the verb, and hence its name.

11. The primary use of the PREPOSITION was to show the relation of *place*; as, *above*, *below*. The word is derived from *præ*, before, and *positus*, placed. It is generally placed before nouns or pronouns to connect them with the action of verbs.

12. The derivation of CONJUNCTION

explains fully its meaning. It is from *con*, together, and *jungo*, I join, or from *conjungo*, to join together.

13. An INTERJECTION is a word that is *thrown*, as it were, into a sentence, and is, properly speaking, no part of speech at all. The word is derived from *inter*, between, and *facio*, I throw.

## Article.

1. An ARTICLE is a word joined to a noun to show whether it is used in a *particular* or *general* sense.

2. An ARTICLE may be considered a kind of *adjective* put before a noun to show the extent of its signification.

3. There are two articles in English: 1. the *Definite* article *the*, as, **THE man**; and 2. the *Indefinite* article *a*, as, **A horse**.

4. When the indefinite article comes before a vowel or *h* mute (not sounded in speaking), it becomes *an*; as, **AN apple**, **AN hour**.

5. *A* or *an* is called the *Indefinite* article, because it is applied to any individual or thing to which it refers; as, *a man*, may mean *any man*.

6. The points out the person or thing of which we speak, and is therefore called the *Definite* article; as, *Give me THE pen*; evidently some *particular* pen.

7. When a noun has *no* article to limit it, it is taken in its widest sense, as all of the same species are comprised; as, *beasts*, *birds*, *fishes*; each word implying all belonging to the same class.

## OBSERVATIONS.

1. Strictly speaking, the original form of the article was *an*, from *unus*, through the French *un*; but most grammarians have given the article as *a*, which becomes *an* before a vowel, to avoid the hiatus, or disagreeable effort which would be made in sounding separately the two vowels in succession.

2. *The* is closely allied to the pronoun *that*, and must be looked upon, in one sense of the word, as the substitute for that pronoun.

3. The article *a* is used with the singular number only; but there is a seeming exception to this rule in cases where the words *few* and *many* come before the noun,—*a few boys*, *a great many children*; but the singular word *number* is understood.

4. The words beginning with silent *h*

are *heir*, *herb*, *honest*, *honour*, *hospital*, *hostler*, *hour*, and their derivatives. The word *humble* used to be *h* mute, but our best writers now aspirate that letter.

5. The article *a* is likewise used before the words beginning with the aspirated vowels *y*, or *u* pronounced as if *y* was before it; as, *A youth*, *such a one*, *A university*.

6. If a word beginning with *h* aspirate have the accent on the second syllable, the article *an* is used instead of *a*; as, *AN heroic deed*, *AN historical book*.

7. *An* in Shakespeare is sometimes used for *if*:—“ Nay, an thou’lt mouthe, I’ll rant as well as thou.” In this case the word is a conjunction.

## Substantive or Noun.

1. A **SUBSTANTIVE, or NOUN**, is the name of any *person, place, or thing*; as, *George, Liverpool, pen*.
2. **NOUNS** are of two kinds, *Proper* and *Common*.
3. *Proper nouns* are the names of *persons, places, seas, rivers, ships, &c.*; as, *George, Liverpool, Adriatic, the Thames, the Victory*.
4. All names that are not *proper*, are called *common nouns*.
5. *Common nouns* are the names given to every object of the same sort or kind, and may be considered as general names denoting classes of beings or things.
6. To *nouns* belong **NUMBER, GENDER, CASE, and PERSON**.

## OBSERVATIONS.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. The word <i>Substantive</i> is from the Latin <i>substare</i>, to stand, and is thus distinguished from the adjective, which cannot, like the noun, stand alone. The word <i>Noun</i> is from <i>nomen</i>, a name.</li> <li>2. Nouns may be likewise divided thus—<br/>           Abstract nouns; as, <i>beauty</i>.<br/>           Collective nouns; as, <i>school</i>.<br/>           Verbal nouns; as, <i>writing</i>.<br/>           Compound nouns; as, <i>sky-light</i>.<br/>           These names are classed among the <i>common nouns</i>.</li> <li>3. Sometimes a proper noun becomes a common by having an article before it, or by its being put in the plural number; as, <i>THE Cicero of the age; THE four Georges</i>. And common nouns sometimes mean individuals; as, <i>That man is wrong, and THE woman is right</i>.</li> </ol> | <ol style="list-style-type: none"> <li>4. Although a noun denotes the name of a thing, yet we sometimes find that it means the <i>nonentity</i> of a thing, as the following words will explain; <i>nothing, vacancy, absence</i>.</li> <li>5. There are some nouns that are not perceptible by the senses although they exist; they are <i>perceived</i> by the understanding, and we can form an <i>idea</i> of them. These are called <i>abstract nouns</i>; such are, <i>strength, goodness, beauty</i>. These kinds of nouns are names of <i>qualities, properties, and feelings, &amp;c.</i> The opposite term to an abstract noun is a <i>real noun</i>.</li> <li>6. In addition to the foregoing, we may say that there are <i>diminutive nouns</i>, which are formed by certain terminations to express a <i>diminution</i> of the original meaning; as, <i>hillock, gosling, &amp;c.</i></li> </ol> |
|--|---|

## NUMBER.

1. **NOUNS** are made to undergo *inflection* to show **NUMBER, GENDER, and CASE**.
2. There are Two **NUMBERS** in English, the **SINGULAR** and the **PLURAL**.
3. A *noun* which expresses a **SINGLE person or object** is said to be in the **SINGULAR**; as, *a table, goodness*.
4. The **PLURAL** number denotes **more than one**; as, *tables, virtues*.
5. Nouns in general form their plural by adding *s* to the

*singular*; as, *book*, *BOOKS*. Sometimes by adding *en*; as, *ox*, *OXEN*; and sometimes by changing the vowel; as, *man*, *MEN*.

6. Proper names have no *plural*, unless they are used as common names; as, *the EDWARDS*, *the STUARTS*.

7. Nouns ending in *s*, *sh* soft, *x*, and *z*, or in *o* after a consonant, form the plural by adding *es* to the singular; as, *gas*, *GASES*; *brush*, *BRUSHES*; *peach*, *PEACHES*; *fox*, *FOXES*; *topaz*, *TOPAZES*; *hero*, *HEROES*.

8. Nouns in *y* change *y* into *ies* in the plural; as, *lady*, *LADIES*: *y*, with a vowel before it, is not changed into *ies*; as, *delay*, *DELAYS*; *monkey*, *MONKEYS*.

9. Nouns ending in *f* or *fe* change *f* or *fe* into *ves*; as, *loaf*, *LOAVES*; *life*, *LIVES*: those which end in *ff* have the regular plural in *s*; as, *muff*, *MUFFS*.

#### OBSERVATIONS.

1. **NUMBER** may be defined as the expression of *unity*, or of *more* than unity.

2. Nouns that end in *ch* hard, in *o* after a vowel, and the words *canto*, *grotto*, *junto*, *portico*, *duodecimo*, *octavo*, *quarto*, *solo*, and *tymo*, take *s* only to form their plural; as, *folios*, *grottoes*, &c. We sometimes see *potatos* with *s* only, but *potatoes* is better.

3. Nouns in *ff* form a regular plural. In addition to those words you may add—

brief, handkerchief, hoof,  
chief, proof, reproof,  
dwarf, roof, safe,  
wharf, grief, fief, scarf,  
which have the regular plural. The word *stuff* has *staves* in the plural. Its compounds are regular; as, *flagstaff*, *flagstaffs*, &c.

4. Many words in *y* were formerly spelled with *ie* in the singular; as, *glorie*. We have substituted *y* for *ie* in the singular, and retained the *ie* in the plural form; as, *glory*, *glories*.

5. The words *Mussulman*, *Turkoman*, and *talisman*, take the regular plural.

6. Some nouns have no singular termination; as,—

Aborigines	Fetters	Nones
Annals	Goods	Pincers
Antipodes	Greaves	Shackles
Arms	Hysterics	Shambles
Ashes	Ides	Snuffers
Billiards	Literati	Tidings
Clothes	Lungs*	Tongs
Compasses	Minutiae	Vespers
Embers	Morals	Victuals

7. Some nouns have no plural termination,—nouns which denote things mea-

sured or weighed; as, *barley*, *tea*, *wheat*, *wine*, *coal*, unless they express varieties or different sorts; as, *THE teas*, *THE wines*. The names of metals; as, *gold*, *silver*. Abstract nouns; as, *prudence*, *softness*; —unless they express particular acts; as, *kindnesses*, *negligences*. Collective nouns; as, *clergy*, *ancestry*.

8. Some nouns are the same in both numbers; as, *deer*, *sheep*, *salmon*, *apparatus*. To express the singular form of these words the article *a* or *an* is used. The word *news* was formerly used with a plural verb, as we find in Shakespeare, but it is now always followed by a verb in the singular.

9. Some nouns do not follow any rules, and form the plural irregularly; as, *Tooth*, *teeth*. *Foot*, *feet*. *Mouse*, *mice*. *Goose*, *geese*.

10. Some nouns have double plurals, each having a different signification; as,

Brother	Brothers—sons of the same parents.
	Brethren—members of the same society.
Die	Dies—for coining.
....	Dice—Small cubes for gaming.
Fish	Fish—the species.
...	Fishes—in numbers.
Genius	Geniuses—possessors of great intellect.
	Genii—fabulous spirits.
Index	Indices—exponents of Algebraic quantity.
..	Indexes—tables of contents.
Penny	Pennies—single coins.
..	Pence—value or amount.
Pea	Peas—single ones.
....	Pease—in collection.

\* The word *lung*, however, is used by the best writers:—the *right lung*.

11. Some have singular significations but plural terminations; as, *bellows*, *gallows*;—the names of sciences; as, *Mathematics*, *Ethics*; and have frequently a singular verb. The words *means* and *amends* have generally a singular verb, but when the instrumentality implies more than one, a plural verb is used; as, *What were the means you used to effect so desirable an object?*

12. It is quite undecided, in forming the plural of a proper name with the title *Miss*, whether the plural should be annexed to the title or the person. Fuller and Goldsmith say the *Miss Thomsons* and the *Miss Flamboroughs*, while others prefer the *Misses Thomson* and the *Misses Flamborough*. As it is most common to say the *Misses*, to gen-

lemen, it seems preferable to say the *Muses* when we speak of two or more. The plural of *Mrs.*, by this rule, would be *Mesdames*.

13. The compounds of *full* have the regular plural; as, *spoonful*, *spoonfuls*; *mouthful*, *mouthfuls*; but those formed of a noun and an adjective, or of two nouns connected by a preposition, have in general the *s* annexed to the first one; as, *son-in-law*, *sons-in-law*; *court-martial*, *courts-martial*.

14. The word *pains* has a plural verb after it, and should be preceded by the adjective *great*, and not *much*; as, *He has taken GREAT PAINS, but THEY have not been attended with success*. We sometimes find this word used with a singular verb in some good authors.

15. Many nouns adopted from foreign languages retain the original plurals.

#### ON and UM change into A.

Animalculum .....	<i>very small animal</i> .....	Animalcula.
Arcaum .....	<i>a secret</i> .....	Arcana.
Autómäton .....	<i>a self-moving machine</i> .....	Automata.*
Addendum .....	<i>something to be added</i> .....	Addenda.
Critérion .....	<i>a mark</i> .....	Criteria.
Datum .....	<i>a truth granted</i> .....	Data.
Encomium.....	<i>praise</i> .....	Encomia.
Effluvium .....	<i>a vapour, a smell</i> .....	Effluvia.
Gymnasium .....	<i>school for athletic exercises</i> .....	Gymnasia.
Memorandum .....	<i>note to help memory</i> .....	Memoranda.
Momentum .....	<i>force of a moving body</i> .....	Momenta.
Phenóménon.....	<i>anything remarkable</i> .....	Phenomena.
Postulátum .....	<i>an assumed position</i> .....	Postulata.
Spéculum .....	<i>a mirror</i> .....	Specula.
Strátum.....	<i>a layer</i> .....	Strata.

Those in IS change IS into ES.

Análysis .....	<i>a separation of parts</i> .....	Analyses.
Antíthésis .....	<i>a contrast</i> .....	Antitheses.
Axis .....	<i>supposed line on which a body moves</i> .....	Axes.
Basis .....	<i>foundation</i> .....	Bases.
Crisis .....	<i>a critical turn</i> .....	Crises.
Díeresis.....	<i>a mark in grammar</i> .....	Díereses.
Ellipsis .....	<i>an omission</i> .....	Ellipses.
Hypóthésis .....	<i>a supposition</i> .....	Hypotheses.
Métamorphosis..	<i>change of form</i> .....	Metamorphoses.
Oasis .....	<i>a fertile spot in a desert</i> .....	Oases.
Parenthésis .....	<i>clause of a sentence</i> .....	Parentheses.
Phasis .....	<i>appearance</i> .....	Phases.
Thesis .....	<i>a position, a theme</i> .....	Theses.

\* *Automatons*, as a plural, is sometimes preferred.

## Those in US change US into I.

Echinus .....	<i>a hedgehog</i> .....	Echini.
Focus .....	<i>a point where rays meet</i> .....	Foci.
Fungus .....	<i>a mushroom, excrescence</i> .....	Fungi.
Polyphus .....	<i>sea animal</i> .....	Polypi.
Sarcophagus .....	<i>stone coffin</i> .....	Sarcophagi.
Stimulus .....	<i>excitement</i> .....	Stimuli.
Tumulus .....	<i>tomb</i> .....	Tumuli.

Genus makes GENERA ; CROCUS, CROCUSES ; omnibus, OMNIBUSES.

## Those in A change A into E.

Larva .....	<i>an animal in the caterpillar state</i> ..	Larvæ.
Lamina .....	<i>thin plate or scale</i> .....	Laminæ.
Macula .....	<i>a spot</i> .....	Macule.
Nebula .....	<i>a dark spot</i> .....	Nebulæ.
Dogma .....	<i>opinion</i> .....	{ Dogmas, or Dogmæta.

## Those in EX or IX change EX or IX into ICES.

Appendix .....	<i>something added</i> .....	{ Appendices, or Appendixes.
Apex .....	<i>top or point of a thing</i> .....	Apices.
Index .....	<i>that which points out</i> .....	{ Indices, or Indexes.
Radix .....	<i>root</i> .....	Radices.
Vertex .....	<i>top of anything</i> .....	Vertices.
Vortex .....	<i>whirlpool</i> .....	Vortices.

The following words from *Italian*, *Hebrew*, and *French* cannot be classed :—

Bandit (I) .....	<i>a robber</i> .....	Banditti.
Beau (F) .....	<i>a man of dress</i> .....	Beaux.
Cherub (H) .....	<i>a celestial spirit</i> .....	{ Chérubim, or Cherubs.
Seraph (H) .....	.....	{ Seraphs, or Sérâphim.
Dilettante (I) .....	<i>lover of fine arts</i> .....	Dilettanti.
Virtuoso (I) .....	<i>one skilled in fine arts</i> .....	Virtuosi.
Ignis fatuus (L) .....	<i>a fiery meteor</i> .....	Ignes fatui.
Ephéméris (G) .....	{ <i>an account of the daily movements</i> { <i>of stars</i> .....	Ephémérides.
Miasma (G) .....	<i>noxious exhalation</i> .....	Miasmata.
Scholion, or Scholium (G) .....	{ <i>explanation, note</i> .....	{ Scholia, or Scholiuns.

## GENDER.

1. GENDER is the distinction of sex. There are *three* genders—the *Masculine*, *Feminine*, and *Neuter* or *neither of the two*.

2. The names of *males* are of the *masculine* gender.
3. The names of *females* are of the *feminine* gender.
4. The names of *things without life* are of *no gender*, and are called *neuter*.

5. There are some names that are common to *both* genders; that is to say, either to *masculine* or *feminine*: and such nouns are called *common*; as, *parent*, *friend*, *child*.

6. Things that are naturally *neuter* are sometimes considered *masculine* or *feminine*; as when we say, *Look at the ship, how well SHE sails!* *Where is the sun? HE is now setting.*

7. *Fishes*, *birds*, *small four-footed animals*, and *insects*, are generally spoken of as *neuter*.

8. There are *three* methods of distinguishing the *sex* of nouns:—

- (1.) By *different words*; as, *brother*, *SISTER*.
- (2.) By a *different termination*; as, *actor*, *ACTRESS*.
- (3.) By a *noun*, *pronoun*, or *adjective* being prefixed to the word; as, *HE-goat*, *SHE-goat*, *MAN-servant*, *MAID-servant*.

9. The *feminine* is sometimes formed by adding *ine*; as, *hero*, *HEROINE*.

10. Sometimes by the termination *ess*; as, *count*, *COUNTRESS*.

11. If the *masculine* should end in *er* or *or*, the *er* or *or* is sometimes laid aside, and *ess* added in its place; as, *governor*, *GOVERNESS*: but generally we find the *r* is kept, and only the vowel lost; as, *hunter*, *HUNTRESS*.

## OBSERVATIONS.

1. *Inanimate* objects are neither male nor female, and are called *neuter*,—*neither of the two*. In strictness of language there are but two genders; for the word *gender* is from the French, and means *kind* or *sex*; but most grammarians give *three* genders.

2. There are some nouns, naturally *neuter*, that are sometimes rendered *masculine* or *feminine*. This is figurative language, and the figure of speech is called *personification*. For example; a *ship*, the *moon*, the *earth*, are sometimes regarded as *feminine*; and the *sun*, *death*, *time*, &c. are *masculine*. This license, allowed to figurative language, is a great advantage, as it enlivens and

elevates our style, and gives additional dignity to language.

3. The pronoun *it* is the sign of the *neuter* gender, but it is frequently applied to a male or female child; as, *It is a fine child*. The *neuter* pronominal noun is used likewise in speaking of the lower animals, especially when we wish to denote *minuteness* or *feebleness*; thus we say, speaking of a bird or mouse, *It is a small animal*.

4. The term *songster* makes *songstress* in the feminine: the word is now confined to birds. *Singer* is applicable to a man or woman, and the word *male* or *female* is sometimes added to distinguish the sex.

The following is a list of some irregular masculines and feminines:—

Abbot .....	Abbess.	Horse .....	Mare.
Actor .....	Actress.	Hunter .....	Huntress.
Adulterer .....	Adultress.	Husband .....	Wife.
Ambassador .....	Ambassadress.	Jew .....	Jewess.
Administrator .....	Administratrix.	King .....	Queen.
Author .....	Authoress.	Lad .....	Lass.
Bachelor .....	Maid, Spinster.	Landgrave .....	Landgravine.
Beau .....	Belle.	Lion .....	Lioness.
Boar .....	Sow.	Lord .....	Lady.
Boy .....	Girl.	Man .....	Woman.
Bridegroom .....	Bride.	Margrave .....	Margravine.
Brother .....	Sister.	Marquis .....	Marchioness.
Buck .....	Doe.	Master .....	Mistress.
Bull .....	Cow.	Mayor .....	Mayoress.
Bullock .....	Heifer.	Nephew .....	Niece.
Cock .....	Hen.	Patron .....	Patroness.
Count, Earl .....	Countess.	Peer .....	Peeress.
Colt .....	Filly.	Poet .....	Poetess.
Czar .....	Czarina.	Priest .....	Priestess.
Dauphin .....	Dauphiness.	Prince .....	Princess.
Deacon .....	Deaconess.	Prophet .....	Prophetess.
Dog .....	Bitch.	Ram .....	Ewe.
Don .....	Donna.	Shepherd .....	Shepherdess.
Drake .....	Duck.	Sloven .....	Slut.
Duke .....	Duchess.	Son .....	Daughter.
Earl .....	Countess.	Sorcerer .....	Sorceress.
Elector .....	Electress.	Stag .....	Hind.
Emperor .....	Empress.	Swain .....	Nymph.
Executor .....	Executrix.	Tutor .....	Tutoreas.
Father .....	Mother.	Viscount .....	Viscountess.
Friar, or Monk .....	Nun.	Uncle .....	Aunt.
Gander .....	Goose.	Widower .....	Widow.
Hart .....	Roe.	Wizard .....	Witch.
Heir .....	Heiress.		

5. The feminines in *trix* are from the Latin masculine termination *tor* ; as, *administrator*, *administratrix*. The termination of the feminine in *ess* is derived through the French from the Latin termination *ix* ; as, *executrix*.

6. The word *Infant* is a title given to

a prince of the royal family of Spain or Portugal, and makes in the feminine, *Infanta*.

7. The feminines of proper names follow no particular rules ; as, *Charles*, *Charlotte*; *George*, *Georgiana*.

### CASE.

1. CASE means the *state* or *condition* in which *nouns* are, and the relation in which they stand to each other, or to any other word in the sentence.

2. There are in English *three cases*—the **NOMINATIVE**, **POSSESSIVE**, and **OBJECTIVE**.

3. The *Nominative* and *Objective* are *alike* in form.

4. The *Nominative* merely denotes the *name* of a thing ; the *Possessive* denotes *possession* ; and the *Objective* marks the *object* of an action expressed by a verb or preposition.

5. The *nominative case* is frequently called the *subject*, or *agent*. For example : *Thomas speaks*. *THOMAS* is the *doer*, or *agent* of the verb.

6. The *doer* or *agent* can be found by asking the question *who* or *what*, with the verb; and the word that answers to the question is the *nominative*, or *agent*; as, *Thomas speaks*. WHO speaks? The answer is THOMAS, which is the *nominative*.

7. That form of the noun which shows property or possession is said to be in the *possessive case*; as, JOHN's book is torn. The words *John's book* imply the *book of John*, and *John* is the *possessive case*.

8. The *possessive case* is found by asking the question *whose*; as, *John's book*. WHOSE book? The answer is JOHN's—*possessive case*.

9. The *objective* denotes the object of the verb, participle, or preposition; as, *I saw the MAN*.

10. The *objective* answers to the question *whom* or *what*; as, *Edward loves his FATHER and his BOOK*. WHOM does he love? *His FATHER*. And, WHAT does he love? *His BOOK*. These two words are in the *objective case*.

11. The *nominative case* generally goes before the verb, and the *objective* after it.

#### EXAMPLE.

#### 12. EDWARD'S FATHER LOVES HIS CHILDREN.

*Nominative*... Who loves? ..... Father ..... *nominative*.  
*Possessive* ... Whose father? ..... Edward's ..... *possessive*.  
*Objective* .... Whom does he love?.. His children.... *objective*.

13. The regular arrangement of a noun in its *number* and *case* is called the *DECLENSION* of a noun.

14. English nouns are thus declined:—

SINGULAR.		PLURAL.	
<i>Nom.</i> .....	<i>Mother.</i>	<i>Nom.</i> .....	<i>Mothers.</i>
<i>Pos.</i> .....	<i>Mother's.</i>	<i>Pos.</i> .....	<i>Mothers'.</i>
<i>Obj.</i> .....	<i>Mother.</i>	<i>Obj.</i> .....	<i>Mothers.</i>
<i>Nom.</i> .....	<i>Man.</i>	<i>Nom.</i> .....	<i>Men.</i>
<i>Pos.</i> .....	<i>Man's.</i>	<i>Pos.</i> .....	<i>Men's.</i>
<i>Obj.</i> .....	<i>Man.</i>	<i>Obj.</i> .....	<i>Men.</i>

15. The foregoing models show that the plural possessive has an *apostrophe* only when the nominative plural ends in *s*, and *s* with an apostrophe when the nominative plural does not end in *s*.

16. Proper names are generally declined without a plural.

#### PERSON.

1. Nouns have *three persons*—the *first*, the *second*, and the *third*. The speaker is the *first person*; as, I (*William*) wrote this. The *second person* is the one spoken to; as, JAMES, give me a glass of water. The *third* is the person spoken of; as, The CHILD is dangerously ill.

## OBSERVATIONS.

1. The noun in the possessive case has a comma before the *s*, called *apostrophe*, from *ἀπό* (apo) and *στροφή* (strophe), *turning from*, and it denotes that some letter has been *turned away*, or omitted.
2. The apostrophe has been supposed by some to be an abbreviation of *his*; as, *John's book*—*John his book*; but it is most likely an abbreviation of the old Saxon genitive, which ended in *es* or *is*,—*Johnes* and *Kingis*, for *John's* and *King's*. The *'s* was introduced in the beginning of the eighteenth century.
3. The possessive case of nouns proper ending in *s*, of common nouns ending in *ness*, and of words ending in *ence*, when of more than one syllable, and plural nouns ending in *s*, take an apostrophe only, without the *s*; as, *for RIGHTEOUSNESS' sake*, *for CONSCIENCE' sake*, *ANGELS' visits*. The word *witness* may be considered an exception; as, *the WITNESS' statement*.
4. Sometimes the possessive case must be changed into the objective by substituting the preposition *of*; as, *my BROTHER's coat* may be changed into *the coat of MY BROTHER*. Cobbett says wrongly, that the latter noun in this form is still in the possessive case.
5. In poetry, the additional *s* is frequently omitted, but the apostrophe is kept; as, *Achilles' wrath*.
6. When two or more nouns in the possessive immediately succeed each other, it is better to express the meaning by means of the preposition *of*; as, *My father's mother's sister* would be more clearly expressed by saying, *The sister of my father's mother*.
7. Most of our compound nouns, as *horse-shoe*, *dog-collar*, were formerly written with the *'s*; as, *horse's shoe*; but the *'s* is now omitted, and the hyphen used instead.
8. The word *declension*, applied to the inflection of nouns and pronouns, is derived from the Latin *de* and *clino*, to bend from; from the circumstance of the ancient grammarians calling the nominative case *casus rectus*, or upright case, and which they likened to a perpendicular line. The inflections or variations of the noun, they looked upon as lines inclined or drawn from the perpendicular line, and as if falling from the original form. Hence, likewise, the reason of calling these cases *oblique*. The word *case* is derived from *cado*, to fall.

## Adjective.

1. An **ADJECTIVE** is a word which expresses some *quality* or *distinction* that the *person*, *place*, or *thing* may possess, such as the *colour*, *shape*, *size*, &c.; as, *a GOOD man*, *a ROUND table*, *a LARGE lemon*.

2. English *adjectives* are not varied on account of the *gender*, *number*, and *case* to which they are joined. Thus we can say, *a GOOD boy*, *a GOOD girl*, *GOOD boys*, *GOOD girls*.

3. An *adjective* may be sometimes known by its making sense with the addition of *man* or *thing*; as, *a VIRTUOUS man*, *a NOBLE thing*. It answers to the question *what sort of*; as, *WHAT SORT OF man?* *Virtuous*. *WHAT SORT OF thing?* *Noble*. The words *virtuous* and *noble* are *adjectives*.

4. An *adjective* has the power of limiting the meaning of a noun, as when we say *horses*, we mean all kinds of horses; but when we say *BROWN horses*, we limit the noun by meaning only those horses of that colour.

5. Adjectives may be classed into **COMMON** and **PROPER**.

6. **COMMON ADJECTIVES** express *common* qualities; as, *great*, *wise*. **PROPER ADJECTIVES** denote *peculiar* qualities; as, *Irish*, *Scotch*, and are derived from proper names. **NUMERAL ADJECTIVES** are divided into **CARDINAL**, as, *one*, *two*; **ORDINAL**, as, *once*, *twice*; and **MULTIPLICATIVE**, as, *single*, *double*.

7. Adjectives may likewise be divided into six classes:—*Common*, *Proper*, *Numeral*, *Pronominal*, *Verbal* or *Participial*, and *Compound*.

8. The only variation which adjectives admit, is that of the degrees of comparison; and this variation is confined to *common* adjectives.

9. Adjectives may sometimes become nouns; as, *a great* **GOOD**.

#### OBSERVATIONS.

1. For the derivation of the word *adjective*, see note 7, p. 4.

2. **COMMON ADJECTIVES** denote *common* qualities; as, *good*, *great*.

**PROPER ADJECTIVES** denote *proper* or *peculiar* qualities, and are derived from *proper nouns*; as, *French*, *English*.

**NUMERAL ADJECTIVES** express *number*, and are divided into **CARDINAL**, as, *one*, *three*, *six*; **ORDINAL**, as, *second*, *fourth*, *ninth*; **MULTIPLICATIVE**, as, *single*, *triple*, &c.; **COMPOUND**, as, *biennial*, *triennial*.

**VERBAL OR PARTICIPIAL ADJECTIVES** are such as end, like participles, in *ing* or *ed*; as, *a LEARNED man*, *a PLATTERING remark*.

**COMPOUND ADJECTIVES** are formed of two simple words; as, *a HEART-RENDING story*.

3. The word *Cardinal* is from the Latin *cardo*, a hinge; and the adjectives are so called because they are the hinges upon which the *ordinals* turn. *Ordinal*, denoting *order*, is from the Latin *ordo*.

4. Much discussion has taken place among grammarians respecting the use of the numerals *two*, *three*, *four*, before the adjectives *first* and *last*. Some say that no more than *one* can be *first*; other critics—Arnold, Sullivan, &c.—say that such expressions as *the two first* are sufficiently accurate; and indeed usage, as well as many examples of our best writers, would lead us to conclude that these expressions may be sanctioned, and, in some cases, would be preferable.

5. An adjective put without a substantive, with the definite article before it, becomes a *substantive* in sense and meaning, and is written as a substantive; as, *Providence rewards the good, and punishes the bad*.

6. A noun used in forming a compound noun assumes the form of an adjective; as, *corn-field*, *man-trap*. The words *corn* and *man* take the nature of adjectives.

#### PRONOMINAL, VERBAL, AND COMPOUND.

1. **PRONOMINAL ADJECTIVES** are such as are sometimes joined to nouns, or represent them understood.

2. The *Pronominal Adjectives* may be divided into *four* kinds:—**POSSESSIVE**, **DISTRIBUTIVE**, **DEMONSTRATIVE**, and **INDEFINITE**.

3. The **POSSESSIVE ADJECTIVES** mark possession. They are, *my*, *thy*, *her*, *our*, *your*, *their*; and *mine* and *thine* when used adjectively, that is, when joined to a substantive or noun.

4. The **DISTRIBUTIVE** relate to persons or things taken separately and singly. They are, *each*, *every*, *either*, and sometimes *neither*.

5. The **DEMONSTRATIVE** point out the things to which they relate;

as, *this*, *that*, *former*, *latter*, with the plurals *these*, *those*: *former* and *latter* make no change in the plural.

6. The INDEFINITES refer to persons or things in an indefinite or general manner: they are, *any*, *some*, *all*, *other*, *such*, *none*, *many*, *no*, *few*, &c.

7. VERBAL or PARTICIPIAL ADJECTIVES have the form of a participle, but differ by rejecting the idea of time. They may be considered as participles of verbs used as adjectives; as, *an INTERESTING story*. They end generally in *ing* or *ed*.

8. A COMPOUND ADJECTIVE is formed from two or more simple words, with a hyphen between them.

#### OBSERVATIONS.

1. In many Grammars we find, *my thy*, *his*, &c. termed *possessive pronouns*; but it seems more in accordance with simple classification to call them *pronominal adjectives*; for the word *my*, and those enumerated above, can never be used singly as substitutes for nouns, and hence cannot be called pronouns. For example; we cannot say *He has my*, without having a word which it can qualify; as, *MY BOOK*.

2. *Mine* and *thine* were formerly used for *my* and *thy*, when placed before substantives beginning with a *vowel* or *h mute*.

3. The words *own* and *self* are frequently added to the possessive adjectives for the purpose of marking more emphatically the relation of property or possession:—*My own house*; *I did it MYSELF*. The word *self* has a plural; as, *We did it OURSELVES*. When the word *self* stands alone, it is a noun; as, *The care of self is mostly thought of*.

4. The distributive *each* relates to two persons or things taken separately, and must be joined to a verb in the singular. It is sometimes used for *every*; as, *The four men had EACH a shilling in his hand*. *Every* is applied to more than two persons or things, and signifies each one of them taken separately, and is therefore singular; as, *EVERY boy uses diligence*. *Every* may be followed by a plural noun or adjective, when taken collectively; as, *EVERY six days*. Sometimes, in legal proceedings, we find the expression, *all and every of them*; otherwise, the word *every* is not used apart from its noun. *Either* refers to one or other of two individuals. The word *neither* means *not either*.

5. The demonstrative *this* refers to the nearest person or thing, and *that* to the more distant. Hence we find, *this*

used to denote the *latter*, and *that* the *former*. The plurals have the same distinction.

6. The word *yon* is frequently used in poetical style, and should be considered a demonstrative adjective. It has a comparative; as, *yonder*. The old form of *yon* was evidently *yond*.

7. The Indefinites *one* and *other* are inflected or varied like nouns. Sullivan says that *one* is the contraction of the French *un* (as in *un dit*), which, according to the French etymologists, is a contraction of *homme* (*omme*, *one*, *en*). The root is seen in the Latin *homo*. *One* and *other* are declined like nouns. *None* is a contraction of *no one*, but is used in both numbers, like *any*. *Another* means *different*, *one more*, and is a contraction of *an* and *other*, and means *one other*. We need not repeat the article *a* with *another*. For example; *ANOTHER such man* is preferable to *ANOTHER such a man*.

8. The participial adjectives in *ing* and *ed* may be distinguished from participles by agreeing with or qualifying a noun. In this case the *ed* is pronounced; as, *he is a learned man*.

9. Compound adjectives may be formed at pleasure, and therefore are numerous. Many of them contain numerals, and run on in a series; as, *two-fold*, *three-fold*, &c.

10. When the adjective necessarily implies plurality, the noun should also be made plural. It would be wrong to say, *six root high*, and *twenty POUND weight*; they should be, *six FEET high*, and *twenty POUNDS weight*. We frequently find this rule disregarded; such expressions as, *six SAIL of the line*, *a hundred HEAD of cattle*, must be, by usage only, considered as correct.

## DEGREES OF COMPARISON.

1. *Adjectives* have *three* degrees of comparison ; namely, the **POSITIVE**, the **COMPARATIVE**, and the **SUPERLATIVE**.

2. The **POSITIVE** expresses the simple quality of an object, without increasing or lessening it ; as, *small*, *good*, *great*. The **COMPARATIVE** expresses the quality in a higher or lower degree ; as, *smaller*, *better*, *greater*. The **SUPERLATIVE** expresses the greatest increase or lessening of the quality ; as, *smallest*, *best*, *greatest*.

3. Common adjectives admit of comparison.

4. Words of *one* syllable are generally compared by adding *r* or *er* to the *positive*, and *st* or *est* to the *superlative* ; as, *wise*, **WISER**, **WISEST**.

5. *Adjectives* of *more* than *one* syllable are generally compared by prefixing the adverbs *more* and *most* to the *positive* ; as, *famous*, **MORE famous**, **MOST famous**.

6. *Adjectives* ending in *y* change *y* into *i* before *er* and *est* ; as, *happy*, **HAPPIER**, **HAPPIEST**. But *y* after a vowel is not changed into *i* before *er* and *est* ; as, *gay*, **GAYER**, **GAYEST**.

7. The following adjectives are irregular in comparison :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good .....	better .....	best.
Bad, or ill .....	worse .....	worst.
Little .....	less .....	least.
Much, or many .....	more .....	most.
Far .....	farther .....	farthest.

8. Words of *two* syllables ending in *e* are often compared by *er* and *est* ; as, *ample*, **AMPLER**, **AMPLEST**. Many words accented on the last syllable form the comparative in *er* and *est* ; as, *polite*, **POLITER**, **POLITEST**.

9. In speaking of *two*, the *comparative*, and not the *superlative*, should be used ; as, *I have TWO brothers, but the YOUNGER is the BETTER of the two*,—and not the **BEST**. This rule is frequently violated.

10. Double comparatives and superlatives must be avoided ; as, *the MORE STRONGER*, instead of *stronger*.

## OBSERVATIONS.

1. Many grammarians give *two* degrees of comparison, considering the *positive* state a form of the adjective as the simple quality. But it seems better to say *three* degrees, as there is a kind of comparison sometimes in the use of

the simple adjective ; as when I say, *Such a boy is TALL for his age*, I mean so, by comparing him with others.

2. In making a comparison, do not include the former term in the latter. For example ; if I say, *GOLD is more*

*valuable than ALL the metals*, I include gold among *all* the metals, which is wrong; it should be, *GOLD is more valuable than ALL THE OTHER metals*. The same remark is applicable to the superlative. For example; *A fondness for dress is of all OTHER follies the most ridiculous*; the word *other* is superfluous, and indeed wrong.

3. In the use of comparative and superlative adjectives, care must be taken not to include a noun or pronoun to which it does not belong. For example, it would be wrong to say that *Shakespeare and Milton were finer than any English writers*, for they were English writers; it should be, *finer than any OTHER English writers*.

4. The word "lesser" is sometimes employed by good writers; as, *Lesser graces* (Blair). Milton frequently makes use of double superlatives to give force and energy; as, *the Most Highest*. In speaking of God, it is better to say *the Most High* than to say *the Highest*.

5. The adjectives *elder* and *eldest* are usually applied to persons; *older* and *oldest*, to things, when the substantives to which they refer are understood.

6. There are many words derived from the Latin that are comparatives in that language, but are not to be considered

as such in English; as, *interior, exterior, prior, superior, ulterior, &c.* They are to be considered as the simple form in English, and must not have *than* after them.

7. When the word *very* is placed before an adjective, it is considered as a superlative, and is called the *superlative of eminence*; as, *very good*. The word *exceedingly* has the same force; as, *EXCEEDINGLY honest*.

8. The degrees of diminution, whether the adjective is of *one* syllable or *more than one*, are expressed by the adverbs *less* and *least*: *LESS wise, LEAST wise; LESS happy, LEAST happy*.

9. There are some adjectives that form the superlative by adding *most* to the end of the comparative form; as, *lower-most*. Sometimes *most* is added to the positive form; as, *top-most*.

10. The word *rather* is used to express a small degree, or even an excess of a quality; as, *rather strong*. The termination *ish* serves to diminish the quality; as, *black, blackish*.

11. Some adjectives do not admit of comparison; as, *true, perfect, chief, extreme*; for an adjective whose significance does not admit *extension* or *diminution* cannot be compared.

## RECAPITULATION.

From the foregoing, we find that all ADJECTIVES are divided into COMMON and PROPER.

*Common Adjectives* are classified under the following heads:—NUMERAL, PRONOMINAL, VERBAL or PARTICIPIAL, and COMPOUND.

*Numerical Adjectives* are again subdivided into CARDINAL, ORDINAL, and MULTIPLICATIVE.

*Pronominal Adjectives* are likewise subdivided into POSSESSIVE, DISTRIBUTIVE, DEMONSTRATIVE, and INDEFINITE.

The Synopsis on the following page shows examples of adjectives under each department, according to the foregoing classification.

SYNOPSIS OF ADJECTIVES.

COMMON.	PROPER.	NUMERAL.			PRONOMINAL.				VERBAL.	COMPOUND.
		Cardinal.	Ordinal.	Multiplicitive.	Posessive.	Distributive.	Demonstrative.	Indefinite.		
Great.	English.	One.	First.	Single.	My.	Each.	This.	Any.	Aspiring.	Well-known.
Little.	French.	Two.	Second.	Double.	Thy.	Every.	That.	Some.	Glittering.	Moonlit.
Eastern.	Irish.	Three.	Third.	Treble.	His.	Either.	Former.	All.	Cringing.	Milk-white.
Faithful.	Scotch.	Four.	Fourth.	Triple.	Her.	Neither.	Latter.	Other.	Running.	Common-place.
Glimmering.	Roman.	Five.	Fifth.	Quadruple.	Our.			Such.	Flourishing.	Ivy-mantled.
Romantic.	Indian.	Six.	Sixth.	Threefold.	Your.			No.	Shining.	Well-dressed.
Solemn.	Socratic.	Seven.	Seventh.	Fourfold.	Their.			None.	Daring.	Straw-built.
Dangerous.	Aristotelian.	Eight.	Eighth.	Fivefold.	Mine.			Many.	Rolling.	Tri-coloured.
Sacred.	Grecian.	Nine.	Ninth.	Tenfold.	Thine.			Few.	Furnished.	
Simple.	Highland.	Ten.	Tenth.	&c.				Much.	Unseen.	
&c.	Moorish.	Eleven.	Twenty-first.					Several.	Mis-spent.	
	&c.	Twelve.	Hundredth.					One.	Promised.	
								Another.	Accomplished.	
									&c.	

## Pronouns.

A PRONOUN is a word used to supply the place of a noun; as, *Charles is a careless boy, because he loses his books.* The word *he* is put to avoid the repetition of the noun.

*Pronouns* may be divided into *two classes—PERSONAL and RELATIVE.*

### PERSONAL PRONOUNS.

1. The *Personal Pronouns* are I, THOU, HE, SHE, IT; and they are called *personal*, because they are put as *substitutes for persons*.

2. The pronoun *it*, however, is generally put for *things*, and not for *persons*, and by some, it is considered as an *impersonal pronoun*.

3. The word for which a pronoun stands, is called its *antecedent*, because it generally goes before the pronoun.

4. As *personal pronouns* are substitutes for nouns, they are *inflected* or declined like nouns, with *number, person, gender, and case*.

5. *Personal Pronouns* have *two numbers*, singular and plural; *three persons* in each number; and *three genders*, masculine, feminine, and neuter.

6. *I*, the first person, represents the speaker; *thou*, the second person, represents the person spoken to; and *he, she, or it* represents the person or thing spoken of. *He* is masculine, *she* is feminine, and *it* is neuter.

7. The *personal pronouns* are thus *declined* :—

#### SINGULAR.

	<i>Nominative.</i>	<i>Possessive.</i>	<i>Objective.</i>
<i>First</i> .....	I	mine.	me.
<i>Second</i> .....	Thou, you.	thine, yours.	thee, you.
<i>Third</i> .....	He, she, it.	his, hers, its.	him, her, it.

#### PLURAL.

	<i>Nominative.</i>	<i>Possessive.</i>	<i>Objective.</i>
<i>First</i> .....	We.	ours.	us.
<i>Second</i> .....	Ye* or you.	yours.	you.
<i>Third</i> .....	They.	theirs.	them.

\* *Ye* is only used in solemn language; we sometimes find it, however, in the burlesque style.

## OBSERVATIONS.

1. Lambe says that pronouns may be considered as the wings of language. They are to nouns what prepositions are to verbs, and short abbreviations of the most commonly used nouns, particularly *persons*, by which we prevent repetition, and promote despatch.

2. Grammarians differ in the classification of pronouns. Some have divided them into *personal*, *relative*, and *adjective* pronouns; others into *personal*, *relative*, and *demonstrative*; and others again into *personal*, *relative*, *interrogative*, and *reciprocal*. As we have included many of the so-called pronouns under the *pronominal adjectives*, it will not be necessary to consider more than two classes, the *personal* and *relative*.

3. The antecedents of the first and second personal pronouns are sufficiently known; *I* meaning the speaker, and *thou* the hearer. The personal pronouns of the third person are sometimes used, as a general term, to denote persons or things not previously spoken of; as, *He that learns his lesson shall not be punished.*

4. The pronoun *it* may sometimes be applied to each of the three persons in both numbers; as, *It is I*, *It was they*, *Was it you?* In other cases the word *it* represents the subject of a proposition or sentence. We see the derivation in the Latin *id*. In ancient times, the pronouns *he*, *his*, *him* were applied to things neuter. The possessive *his* is found in the Bible for *its*; indeed, *its* is not found in that sacred volume except by misprint. Booth says that *its* was introduced into the language in the seventeenth century.

5. Do not confound the possessive case of the personal pronoun *he* with the pronominal adjective *his*. The former stands alone, and the latter has

always a noun following it, as in the following examples: *Whose pen is this?* *His. That is his book.* The former *his* is the possessive case of *he*.

6. The personal pronouns are the only real pronouns, as they alone are used as substitutes for nouns. They make sense of themselves, but the others must be joined to substantives to make sense; and as such they have the nature of adjectives.

7. The word *self* is frequently added to personal pronouns, and by the union forms a compound personal pronoun. The affix of *self* (plural *selves*) renders the pronoun emphatical; and such pronouns are sometimes called *emphatic* and *reflective*; they are thus declined:—

SING.	PLUR.
<i>First</i> .... <i>myself</i> ,	<i>ourselves</i> .
<i>Second</i> ... { <i>thyself</i> ,	} <i>yourselves</i> .
<i>Third</i> .... { <i>himself</i> ,	} <i>themselves</i> .
	<i>itself</i> ,

They are not used in the possessive case, and are alike in the nominative and objective.

8. The speaker should mention himself last: *Two and I must share it between us*, not *I and two*, &c. Some writers say that in owning a fault the speaker may, for the sake of emphasis, put himself first; as, *I and JOHN did it*; but it is better not to allow this exception.

9. Greenwood, in his Grammar, shows that the pronominal adjectives *its*, *ours*, *yours*, and *theirs*, were formerly written *it's*, *our's*, *your's*, &c., but that the apostrophe is now omitted. We sometimes see the word *your's*, as *your's faithfully*, with the apostrophe; but it is evidently wrong, and should be avoided.

## RELATIVE PRONOUNS.

1. A *Pronoun* is called *RELATIVE* because it *relates* more closely than other pronouns to some object already mentioned, or to some noun or phrase going before, which is thence called the *antecedent*; as, *The person WHO told me: who* is the relative, and *person* the antecedent.

2. The Relative Pronouns are *who*, *which*, and *that*.

3. The word **THAT** is a relative when it can be changed into *who* or *which*, and is applicable both to *persons* and *things*; as, *The hour THAT (which) is past is gone for ever*. When it is placed immediately before a noun, it is a *pronominal adjective*; as, *THAT man is a rogue*. In other cases the word *that* is a conjunction; as, *Attend to the rule, THAT you may make no mistake*.

4. *Who* is applied to persons, *which* to infants, lower animals, and things without life, and *that* is used for *who* and *which*, and is applied both to persons and things.

5. The relative *that* is often used to prevent the repetition of *who* and *which*; as, *Happy is the man WHO findeth wisdom, and THAT getteth understanding*.

6. The words *that* and *what* are used in both numbers, and do not vary their forms on account of case. None of the relatives change by number.

7. *Who* and *which* are thus declined:—

SINGULAR AND PLURAL.

*Nominative* .... Who.

*Possessive* ..... Whose.

*Objective* ..... Whom.

SINGULAR AND PLURAL.

*Nominative* .... Which.

*Possessive* ..... Whose.

*Objective* ..... Which.

8. *What* is a compound relative, and is equivalent to *the thing which*; as, *That is WHAT I heard*; which is equal to, *That is the THING WHICH I heard*.

9. *Who*, *which*, and *what*, when used in asking questions, are called *Interrogative Pronouns*; as, *WHO was he? WHICH do you mean? WHAT are you doing?*

10. *Who*, used interrogatively, is applied to *persons* only; *which* and *what* both to *persons* and *things*. *Who* is applied to ascertain the *name* of a person, and *what*, his *occupation* or *character*; as, *WHO is that gentleman? Of WHAT profession is he?*

11. In fables, *who* is applied to animals, as they are considered to be personified; as, *The Fox WHO listened with attention*.

12. Every relative has an antecedent expressed or understood.

13. The word *as* is a relative when it follows *such*. Example: *Such kindness AS I experience, shall not be forgotten*.

### OBSEVATIONS.

1. The relative pronouns are so called from the Latin *re*, again, and *latum*, to carry, because they refer us, as it were, to some word previously given, and for which they stand.

2. The word *that* may be a relative pronoun, a pronominal adjective, and a conjunction. A sentence may be formed in which *that* is successively repeated five times with different meanings. For

example, *I say that that THAT that that author used is not grammatical*.

3. The relative *that* has this peculiarity, that it cannot follow the word on which its case depends. For example, I can say, *Bring me those things THAT I spoke to you of*, but I cannot say, *Bring me those OF THAT I spoke to you*.

4. We cannot use the word *what* for *that*, nor *that* for the compound relative

what, when it is equivalent to *that which*. It would be wrong to say, *I would not believe but what you were there*. We speak *that* we do know, and testify *that* we have seen. In the first example it should be *that*, and the pronoun *what* should supply the place of *that* in the latter quotation.

5. *That* is generally used after the words *all*, *some*, and *any*, and the ordinal numbers.

6. It has already been said that the relative *that* may be applied to *persons* or to *things*. In some cases it is preferable to *who* or *which*; namely,—  
(1) After an adjective in the superlative degree; as, *He was the LAST THAT would do it*. (2) After the adjective *same*; as, *This is the SAME book THAT I read before*. (3) After the antecedent *who*; as, *WHO THAT saw it could think otherwise*? (4) After a joint reference to persons and things; as, *He wrote of the MEN and THINGS THAT he had met with*. (5) After an unlimited antecedent; as, *Thoughts THAT breathe and words THAT burn*. (6) After an antecedent that is introduced by the expletive *it*; as, *It is you THAT spoke to him*. (7) When the propriety of *who* or *which* is doubtful; as, *The little child THAT was scolded for the fault*.

7. By the addition of *ever*, or *soever*, to *who*, *which*, and *what*, we have the compound relatives (which may also be called indefinite relative pronouns), *whoever*, *whichever*, *whatever*, *whosoever*, *whichsoever*, *whatsoever*. *Whoever* is equivalent to *any person who*, and is thus declined:—

*Nom.* Whoever, or Whosoever.

*Pos.* Whosoever, or Whosoever.

*Obj.* Whomever, or Whomsoever.

The compound *whose*, which is an abbreviation of *whosoever*, is obsolete. *Whatever* is sometimes employed merely for the purpose of making the phrase emphatic: *On no terms WHATEVER*. The words *whosoever*, *whichsoever*, and *whatsoever*, are seldom used, except in legal documents.

8. *What* is sometimes used as an adjective; as, *WHAT grammar do you use?* and when it is equivalent to *how*, it is an adverb: *WHAT a beautiful day!* In some instances it is used in the sense of an interjection; as, *WHAT! do you dare to tell me that?*

9. There is no necessity to place *who*, *which*, and *what* in a separate class under the name of interrogative pronouns, as they are evidently relative, and the sentences in which they occur are elliptical; as, *Who has done this?* is equivalent to, *I wish to know the person WHO has done this*.

The relative refers to a subject that is antecedent, and the interrogative to one that is subsequent.

10. The word *as* is usually a conjunction, but it has sometimes the construction of a *relative pronoun*. Mr. McCulloch says that none will doubt the propriety of classing *as* with *relative pronouns*, when he remarks what are its representatives in Latin and Greek. The word *as* is a *relative pronoun* when it has an antecedent: *Such a book AS I read*;—an adverb when it qualifies an adjective or another adverb: *On conditions AS moderate*;—and a conjunction when it does not refer to an antecedent, or when it unites two sentences: *You did it AS well AS I*.

## SYNOPSIS OF PRONOUNS.

### PERSONAL.

#### Singular.

		Plural.
1.	I.....	We.
2.	Thou.....	Ye or you.
3.	{ He..... She..... It .....	They.

### RELATIVE.

Who.  
Which.  
That.  
What.

### Verbs.

1. A VERB is a word which *affirms* what is said of persons and things; as, *I AM*. *I SPEAK*. *I AM RULED*.

2. A verb implies *action*, *state*, or *suffering* of some person or thing, and, after the noun, is the most important part of speech; as, *He THROWS the ball*. *He is strong*. *The boy is BEATEN by his brother*.

3. A verb is also used to *command*, *invite*, or *entreat*; as, *BE just*. *COME to me*. *LEND me the letter*. It sometimes *asks a question*; as, *DID he READ the book?*

### CLASSES.

4. *Verbs* may be divided into two classes, **REGULAR** and **IRREGULAR**.

5. These two classes are again subdivided into **ACTIVE**, **PASSIVE**, and **NEUTER**.

6. *Active verbs* are either **TRANSITIVE** or **INTRANSITIVE**.

7. *Verbs active* are called *transitive* when the action *passes* (*transeō*, to pass) from the *agent* or *doer* to something else; as, *The tutor TEACHES John*.

8. The *doer* of an action is called the **AGENT**, and the person or thing to which the action *passes over* is called the **OBJECT**: which, from *objectus*, means *laid in the way*; thus, *The tutor TEACHES John*. The tutor is the **DOER** or **AGENT**, and *John* is the **OBJECT**.

9. There are some verbs that are **INTRANSITIVE** (*not passing over*), because the action has not power to *pass over* to the *object*. The *intransitive* verb expresses either *action* confined to the *agent*, as, *I FALL*; or neither *action* nor *suffering*, but simply *existence*, or the *state* of the *nominative*, as, *I STAND*.

10. *Transitive* and *Intransitive Verbs* are either **REGULAR** or **IRREGULAR**.

11. The *Regular Verbs* form the past tense and perfect participle in *ed*, or *d* after final *e*; and *Irregular Verbs* do not form these parts of the verb in *ed*; as,—

	PRESENT.	PAST.	PERFECT PAST.
<i>Regular</i> .....	Call.....	called.....	called.....
<i>Irregular</i> .....	Strike.....	struck .....	struck.....

12. There are some verbs that are called **AUXILIARY** or **HELPING VERBS**, because they help to conjugate other verbs. The principal are—

*Present*.—Do, am, have, shall, will, may, can, must.

*Past*.—Did, was, had, should, would, might, could, must.

13. A **PASSIVE VERB** is one that represents its subject as being *acted upon*, or, in other words, expresses the *receiving*

or an *action*; as, *Edward is scolded by his professor, and Eliza is praised for being good*. Here, *Edward* and *Eliza* are not *doers*, but are *acted on*.

14. A NEUTER VERB is one that expresses a *state of being or existence*, without *action or passion*; as, *I AM. He RUNS. They SLEEP.*

15. The MODIFICATIONS, or PROPERTIES of verbs, are *Number* and *Person*, *Mood* and *Tense*.

#### OBSERVATIONS.

1. The derivation of the word *Verb* is from the Latin *verbum*, a word, as it may be considered the principal word in a sentence. The chief mark of the verb is *affirmation*; and when we speak (as we must speak of something), that which is *spoken of* is called the *subject*, and that which we say of the *subject* is the *verb*; as, *Thomas is WRITING his copy*. Here *Thomas* is the *subject*, and *is writing* the *verb*. We sometimes find the nominative, verb, and object called the *subject*, *predicate*, and *attribute*.

2. Verbs may likewise be divided into *active-transitive*, *active-intransitive*, *passive*, and *neuter*; but this subdivision tends rather to puzzle than assist the learner.

3. Sometimes a verb that is *intransitive* may become *transitive* by the addition of a preposition; as, *She STANDS*, is *intransitive*; but, *She STANDS UPON the table*, is *transitive*. This form of the verb is called a *compound-transitive*.

4. Some verbs may be used in a *transitive* or *intransitive* sense. In the sentence, *Here I rest*, the verb *rest* is *intransitive*; but if you say, *Here I REST my hopes*, the verb becomes *transitive*.

5. Transitive or active verbs generally take the *agent* before them and the *object* after them, except in poetry; as, *William told Edward*. In passive verbs the order is reversed, and they take the *agent* after, as it is *acted upon*, and takes the preposition *by* before it; as, *Edward is told by William*.

6. Some verbs are both active and

neuter; as, *Move the table*. Here *move* is a transitive verb; but if I say, *The earth moves*, the verb is neuter, as it does not pass over to any object.

7. Expressions sometimes occur in which intransitive verbs are followed by objectives depending on them; as, *They LAUGHED HIM to scorn*. (Matt. ix. 24.) A *transitive* verb, by a similar idiomatic expression, is used *intransitively*, as in the sentence, *The lines READ well*; *the book BELLS rapidly*.

8. In addition to the class of verbs already mentioned, there are **DEFECTIVE** and **IMPERSONAL**, or, as they are termed more correctly in some grammars, **MONO-PERSONAL**. A *defective* verb is one that is used only in some of the moods and tenses. The following are the *defective* verbs:—

*Present*.—Can, may, shall, will, must, ought.

*Past*.—Could, might, should, would, must, ought, quoth.

9. An *impersonal* verb, according to its derivation, has no *person*; therefore the term *mono-personal* is more appropriate, as the impersonal verbs of grammarians are those that are used only in the *third person singular*; as, *It HAILS*, *it THUNDERS*.

10. Be careful not to use neuter verbs for their corresponding active verbs, or the reverse. Do not say, *The boy LIES the pen on the table*, instead of *LAYS the pen*. *Lie* is neuter, and *lay* is active.

#### NUMBER AND PERSON.

16. Verbs have Two NUMBERS, *Singular* and *Plural*; and THREE PERSONS in each number. Example:—

##### SINGULAR.

1. I call.
2. Thou callest, or you call.
3. He calls.

##### PLURAL.

- We call.
- You call.
- They call.

17. In parsing the words *I call*, we say that *call* is the *first person*, because its *nominative* is *first person*; and we say that it is *singular*, because *I* is of the *singular number*. Therefore, we find that *number* and *person* properly belong to the *nominative*, which is either a *noun* or *pronoun*, and not to the *verb*, which simply signifies the action. If the *subject* or *nominative* be *singular*, the *verb* is *singular*; if the *subject* be of the *second person plural*, the *verb* is of the *second person plural*.

18. *Verbs* agree with the *noun* or *pronoun*, which, as the *subject*, generally precedes them, in *number* and *person*.

### OBSERVATIONS.

11. As will be seen in the declension of the personal pronouns, the second person singular has *thou* or *you*. The latter form is generally used, except in solemn and poetical language. The verb, and corresponding pronoun and adjective, however, must be in the plural. The Quakers consider this form to be a deviation from truth, and say *thou*. The singular *thou*, and its pronominal adjective *thy*, are universally employed in reference to the Supreme Being; and in the Scriptures we generally find *thou*. In sublime style and poetry the original singular is likewise retained.

12. The plural form *we* is frequently used for *I* by editors of newspapers and authors. All regal documents have *we* instead of *I*. The last-mentioned use of *we* as it includes the minister, or counsellor of state, and in the former, we must suppose that editors and authors wish to show that they are expressing the opinions of others as well as their own.

13. On referring to the model of the

three persons, it will be seen that the second and third persons singular are, the only inflections. In the first person singular, and all the plural, the same form of ending is preserved through all the persons. The verb, in English, is always attended by a pronoun, therefore no ambiguity arises from the want of particular terminations.

14. The second person singular is formed by adding *st* or *est* to the first person, and the third person singular by adding *s* or *es*; as, *I live, thou livest, he lives; I call, thou callest, he calls*. Verbs ending in *y* preceded by a consonant have no variation from the rule.

15. It may be remarked, that the auxiliaries *do*, &c., retain their peculiar form when joined to other verbs; as,

*Do, dost, does or doth* (seldom used).

*Am, art, is.*

*Have, hast, has or hath* (seldom used).

The other auxiliaries are not varied.

16. In addition to the termination of *s* in the third person singular, we find, in solemn and poetical language, the form *eth*; as, *he loves, or loveth*.

### MOODS.

1. *Moods* express the manner in which the verb is used, to show *how* a thing is done.

2. There are five *Moods*; namely, the **INDICATIVE**, **IMPERATIVE**, **POTENTIAL**, **SUBJUNCTIVE**, and **INFINITIVE**.

3. The *mood* or *mode* shows the mode or manner in which the action is represented.

4. The **INDICATIVE MOOD** *indicates* or *asserts* a thing; as, *It rains*. It is used to *ask a question*; as, *Does it rain?*

5. The **IMPERATIVE MOOD** *commands*, *exhorts*, *entreats*, or *permits*; as, *Go to London*. *REMEMBER me*. *ALLOW us to stay*. *LET him go*.

6. The **POTENTIAL MOOD** is that form of the verb which expresses

*possibility, liberty, power, will, or obligation*, and is known by the auxiliaries—*May, can, will, shall, must*.

Might, could, would, should.

This mood may be used in asking a question ; as, *MAY I do it ?*

7. The **SUBJUNCTIVE** Mood implies a *condition, supposition, or uncertainty*, and is generally attended by a conjunction, and followed by another verb ; as, *If Charles go, I will depart*.

8. The **INFINITIVE** Mood represents the action in a *general and indefinite manner*, without reference to person or number, and is generally known by the word *to* before it ; as, *to write, to hear*.

9. The **Indicative** simply *declares a thing* ; the **Imperative** *commands* ; the **Potential** *implies power* ; the **Subjunctive** *implies a condition or wish* ; and the **Infinitive** expresses the *verb generally*.

#### OBSERVATIONS.

1. The modifications and inflections of verbs generally render this part of Grammar complex and difficult for an easy arrangement. With the *action* of a verb it is requisite to state the *time* and the *manner* of the action ; hence the necessity of *tense, or time, and mood, or mode*.

2. Sullivan shows that the **Imperative** Mood is really the **Infinitive** governed by some verb understood. *Love thou*, he says, may be resolved into, *I desire that thou shouldst love*. Again, he says, when the **Imperative** Mood is said to entreat, some verb implying entreaty is understood ; as, *pray or beseech*. For example ; *give*, in the Lord's Prayer, is said to be in the **Imperative** Mood, but it is really in the **Infinitive**, governed by *we entreat thee to give*. However ingenious this may be, it is better to conclude that the verb has five different moods, and among them the **Imperative**.

3. In conjugating the **Subjunctive** Mood, the Present throughout has the same word ; as, *if I love, if thou love* ; but the other tenses correspond exactly with the same tenses of the **Indicative**, and the addition of some conjunction, expressed or understood, implying a *condition, motive, or supposition*, &c. The particle generally used in the **Subjunctive** is the word *if* ; but the words *though, that, except, lest, whether, &c.*, may be used as well. If the auxiliaries *may, can, &c.*, are used, they must always be varied ; as, *If thou shouldst come*.

4. Should there be no *condition, supposition, or doubt* implied, and if the sense be *positive or absolute*, the verb

is not in the **Subjunctive** Mood, though preceded by a conjunction ; as, *THOUGH he sees me, he will not believe*. In this example something *positive and absolute* is expressed, and the verb is therefore in the **Indicative** Mood. There is a great difference in the sentence, *If it rains, I shall not go out*, and in the one, *If it rain, I shall not go out*. The former implies the present time—*if it rains now*—and the verb is **indicative**; but in the latter expression, there is futurity, and *doubt* is implied, the word *should* being understood : *If it should rain*.

5. The word **Potential** signifies *expressing power*, and is derived from the Latin *potens*. This mood, as well as the **Indicative**, may be used in asking a question ; as, *MAY I ask ? CAN you write ?* The signs *may* and *might* denote the *possibility* of doing a thing ; *can* and *could* express the *power* ; *should* denotes the *duty* ; and *would* the *determination*.

6. The **Infinitive** Mood is preceded by the prefix *to*, which may be considered as part of the verb, for without *to* many verbs would be nouns ; as, *to labour* ; without *to* it would be *labour*. The word *to* in every other situation is considered a preposition. The sign *to* is not used after the verbs *bid, dare, need, make, see, hear, feel, let, perceive, behold, observe, have, and know*.

7. The **Infinitive** partakes of the nature of a noun, and is frequently equivalent in all respects : *Jane loves TO PLAY*, is quite the same in meaning as *Jane loves PLAY*. Hence the **Infinitive**, in some grammars, is called the *Substantive Mood*.

## TENSE.

10. TENSE is the distinction of *time*, for the word *tense* signifies time. There are three principal *tenses*—*Present*, *Past*, and *Future*.

11. To mark the modifications with respect to the verb more distinctly, grammarians have given six tenses:—the *Present*, the *Imperfect*, the *Perfect*, the *Pluperfect*, the *First Future*, and the *Second Future*.

12. The *PRESENT TENSE* speaks of what is going on at the *present time*; as, *I READ*. *I AM READING*. *I DO READ*.

13. The *IMPERFECT*, or *PRETERITE*, as it is sometimes called, represents an action or event either as past, or in the act of being finished, without reference to the precise time; as, *He BROKE the glass as he WAS COMING home*. The word *broke* implies the event as finished; and *was coming* represents the action as progressive, and not completed.

14. The *PERFECT* represents the action as just now, or very lately, finished; as, *I HAVE READ this book, and HAVE LENT it to my sister*.

15. The *PLUPERFECT* represents the event as finished before another event happened, and is known by the sign *had*; as, *I HAD WRITTEN my letter before he arrived*.

16. The *FIRST FUTURE* is that which expresses what will take place hereafter; as, *I SHALL READ*. *He WILL RETURN*.

17. The *SECOND FUTURE* intimates that the event will be finished at a stated time *yet to come*, and is known by the sign *shall have*; as, *I SHALL HAVE finished my lesson before the recreation*.

18. The *Present* shows the event as *now going on*, as, *I READ*; the *Imperfect*, as *past* and *finished*, as, *I DID READ*; the *Perfect*, as *entirely finished*, as, *I HAVE READ*; the *Pluperfect*, as *finished before another event happened*, as, *I HAD READ it before you*; the *First Future*, the event as *yet to come*, as, *I SHALL READ*; the *Second Future*, that the event will have taken place at some future time mentioned, as, *I SHALL HAVE READ it before you*.

## OBSERVATIONS.

8. The word *tense*, meaning *time*, is from the Latin *tendo*, I stretch or direct; and the word *tense* is a name given to that particular form that the verb assumes, which expresses the *heat* of the mind towards a certain point of time. The tenses are sometimes distinguished by grammarians under *indefinite* and *definite* forms, for the tenses do not all express time with equal precision. The *tenses* of the *Indicative Mood* are the most *definite*.

9. The *Present Tense* is used to express a *habit* and *custom*, and *general truths*; as, *She WORKS* and *he RIDES*. We sometimes find the *present form*, in colloquial discourse, used for the *future*. For example, it is usual to say, *To-morrow is the first of the month*, instead of *WILL BE*. *He LEAVES London on Monday next*. This form is always used when the verb is preceded by such words as *when*, *as soon as*, &c.

10. In *animated descriptions*, as well

as narration, we frequently find the present tense used instead of the imperfect or perfect; as, *Hannibal crosses the Alps, and all are astonished*. When we speak of an author's works that are extant, we make use of the present form; as, *The Commentaries of Virgil say*, &c. *Milton tells us in the Paradise Lost*. This change is called in Rhetoric, *enallage*, from the Greek, signifying, to change in the mode of speech.

11. There are *three* forms to express present time,—the *simple* or *definite*, the *progressive*, and the *emphatic*. The definite form expresses the time with precision, as, *I READ*; the progressive form expresses the *present*, but likewise a *progressive* or *continued* form, as, *I AM READING*; and the emphatic is used when emphasis is wished to be used, as, *I DO read every day*. This form is more frequently used in negation and interrogation, and after certain words, as *how*, *seldom*, &c.; as, *Seldom do I go out for a walk*. When the word *do* is used in negative and interrogative sentences, the form may be considered rather as *indefinite* than *emphatic*; as, *Do you see it? I do not know him*.

12. The Past Tense has also *three* forms,—the *indefinite*, the *progressive*, and *emphatic*. *He DIED* is *indefinite*, as the sentence does not express the time. If the time be mentioned, the form then becomes *definite*; as, *He DIED on the 18th instant*. The *progressive* sign is *was*; as, *I WAS reading when he came in*; and the *emphatic* form is known by the sign *did*; as, *He DID write his letter*.

13. The Present Tense in the Potential Mood implies future time as well as present: *I MAY read the book*, may mean the present time or some time hence. The Past Tense of the Potential expresses time that is present, past, or future; as, *I MIGHT READ the book if I chose*. *I COULD READ before I lost my*

*book*. *If he came, I WOULD SPEAK to him*.

14. There is no *emphatic* form in the Potential or Infinitive Mood, and no *emphatic* or *progressive* in the passive verbs; but there is a *progressive* in the Potential Mood of verbs; as, *I MAY be writing*.

15. The proper use of the auxiliaries *shall* and *will* constitutes one of the greatest difficulties of our language; for although these are both signs of the future tense, they are far from being synonymous. Many writers on grammar have written copiously on this subject.

16. As a general rule, *shall* should be used after the *first* person, and *will* after the *other two*. But when the future is to be expressed with *authority* or *determination*, *will* is used after the *first* person, and *shall* after the *other two* persons; as,—*Simple futurity*, 1. *I SHALL go*. 2. *Thou WILT go*. 3. *He WILL go*. *Intention*, 1. *I WILL go*. 2. *Thou SHALT go*. 3. *He SHALL go*. The first form may be called the *definite* or *simple* form, and the other the *emphatic* future.

17. The pithy rules laid down by the following lines of Dr. Wallis are clear and comprehensive:—

In the first person simply *shall* fore-tells,

In *will* a threat or else a promise dwells;

*Shall* in the second and the third does threat,

*Will* simply then foretells the future feat.

Many other remarks might be made on the use of these auxiliaries, as much difficulty arises in the proper application of them. As an example, we may mention the mistake of the French student, who, in falling into the river, cried out, *I WILL be drowned, and nobody SHALL save me*. The *will* and *shall* in this sentence are both misapplied.

## PARTICIPLES.

A PARTICIPLE is a part of the verb which at the same time partakes of the nature of a verb and adjective.

Verbs have *three* Participles—the PRESENT or IMPERFECT, the PERFECT, and the COMPOUND PERFECT.

The *Present Participle*, ending in *ing*, represents a thing *going on*, but not finished; as, *The man is WRITING his letter*.

The *Perfect Participle* in *ed* or *d* denotes a thing that is *done* and *completed*; as, *I have LEARNED my lesson*. *That is well HEARD*.

The *Compound Perfect Participle* denotes action completed before the time referred to, and is formed by placing the word *having* before the perfect form ; as, *Having LEARNED*.

The *Present Participle* ends in *ing*, as *loving*; the *Perfect Participle* in *d* or *ed*, as *loved*; and the *Compound Perfect Participle* has the word *having* before the Perfect, as *having LOVED*.

### OBSERVATIONS.

1. Some grammarians have assigned to participles a separate place among the parts of speech. The derivation of *participle* is from *parts*, a part, and *capio*, I take, because it signifies *action*, *passion*, *being*, and *time*, like a verb, and sometimes may be added to a noun like an adjective.

2. Properly speaking, the participles in themselves do not contain notification of time, which is indicated by the verb with which they are connected, or by some other word or phrase in the context ; as, *He is reading*, *He WAS reading*, *He WILL BE reading*. Passive—*He is loved*, *He WAS loved*, *He WILL BE loved*.

3. The present participle is of great use in our language. With the verb *to be* it is used for the emphatic form of the verb ; as,—(1) *I was WRITING*.—(2) The form of an adjective ; as, *SPEAKING parrots*.—(3) To form nouns ; as, *the PRINTING of the book*.—(4) To form an adverb ; as, *LOVINGLY*. Care should be taken in parsing words ending

in *ing*, not to call them participles unless they are really so.

4. The participial form may be regarded as an adjective,—(1) When it expresses the idea of time, and denotes something customary or habitual ; as, *A LEARNED man*, and *a SHINING scholar*. (2) When it can be compared ; as, *More LEARNED than his brother*. (3) When it is compounded with a preposition which the verb does not admit ; as, *unfeeling*.

5. The present participle in *ing* has generally an active signification ; as, *I am WRITING a letter*. But we sometimes meet with such an expression as the following ; *The book is PRINTING*. Such expressions are often legitimately used by the best authors, and in this form are considered in a passive sense. Some persons prefer using the past participle with the auxiliary *being* ; as, *The book is BEING PRINTED*. The former mode is more simple, and is preferable ; but the latter is sometimes considered necessary to avoid ambiguity.

### CONJUGATION.

The CONJUGATION OF A VERB is a regular arrangement of its moods, numbers, persons, and participles.

Before the conjugation of the active and passive verbs, it will be necessary to give the conjugation of the verbs *To Have* and *To Be*, as they enter into the conjugation, or form auxiliaries to every verb in the language.

In every verb there are four principal parts ; namely, the *present tense*, the *past*, the *present participle*, and the *past participle* ; and it is better to give them previously to going through the verb more fully.

#### *The Conjugation of the Verbs To HAVE and To BE.*

*Present. Past. Present Participle. Past Participle.*

*To have.....have.....had.....having.....had.*

*To be.....be.....been.....being.....been.*

## INDICATIVE MOOD.

*Present Tense.*

## TO HAVE.

## SINGULAR.

1. I have.
2. Thou hast.
3. He hath or has.

## PLURAL.

1. We have.
2. You have.
3. They have.

## TO BE.

## SINGULAR.

1. I am.
2. Thou art.
3. He is.

## PLURAL.

1. We are.
2. Ye or you are.
3. They are.

*Imperfect Tense.*

## SINGULAR.

1. I had.
2. Thou hadst.
3. He had.

## PLURAL.

1. We had.
2. You had.
3. They had.

## SINGULAR.

1. I was.
2. Thou wast.
3. He was.

## PLURAL.

1. We were.
2. You were.
3. They were.

*Perfect Tense.*

## SINGULAR.

1. I have had.
2. Thou hast had.
3. He has had.

## PLURAL.

1. We have had.
2. You have had.
3. They have had.

## SINGULAR.

1. I have been.
2. Thou hast been.
3. He has been.

## PLURAL.

1. We have been.
2. You have been.
3. They have been.

*Pluperfect Tense.*

## SINGULAR.

1. I had had.
2. Thou hadst had.
3. He had had.

## PLURAL.

1. We had had.
2. You had had.
3. They had had.

## SINGULAR.

1. I had been.
2. Thou hadst been.
3. He had been.

## PLURAL.

1. We had been.
2. You had been.
3. They had been.

*First Future Tense.*

## SINGULAR.

1. I shall or will have.
2. Thou shalt or wilt have.
3. He shall or will have.

## PLURAL.

1. We shall or will have.
2. You shall or will have.
3. They shall or will have.

## SINGULAR.

1. I shall or will be.
2. Thou shalt or wilt be.
3. He shall or will be.

## PLURAL.

1. We shall or will be.
2. You shall or will be.
3. They shall or will be.

*Second Future Tense.*

## SINGULAR.

1. I shall or will have had.
2. Thou shalt or wilt have had.
3. He shall or will have had.

## PLURAL.

1. We shall or will have had.
2. You shall or will have had.
3. They shall or will have had.

## SINGULAR.

1. I shall or will have been.
2. Thou shalt or wilt have been.
3. He shall or will have been.

## PLURAL.

1. We shall or will have been.
2. You shall or will have been.
3. They shall or will have been.

**IMPERATIVE MOOD.***Present Tense.*

## SINGULAR.

2. Have thou, or do thou have.

## PLURAL.

2. Have you, or do you have.

## SINGULAR.

2. Be thou, or do thou be.

## PLURAL.

2. Be you, or do you be.

**POTENTIAL MOOD.***Present Tense.*

## SINGULAR.

1. I may, must, or can have.
2. Thou mayst, must, or canst have.
3. He may, must, or can have.

## PLURAL.

1. We may, must, or can have.
2. You may, must, or can have.
3. They may, must, or can have.

## SINGULAR.

1. I may, must, or can be.
2. Thou mayst, must, or canst be.
3. He may, must, or can be.

## PLURAL.

1. We may, must, or can be.
2. You may, must, or can be.
3. They may, must, or can be.

*Imperfect Tense.*

## SINGULAR.

1. I might, could, would, or should have.
2. Thou mightst, couldst, wouldst, or shouldst have.
3. He might, could, would, or should have.

## PLURAL.

1. We might, could, would, or should have.
2. You might, could, would, or should have.
3. They might, could, would, or should have.

## SINGULAR.

1. I might, could, would, or should be.
2. Thou mightst, couldst, wouldst, or shouldst be.
3. He might, could, would, or should be.

## PLURAL.

1. We might, could, would, or should be.
2. You might, could, would, or should be.
3. They might, could, would, or should be.

*Perfect Tense.*

## SINGULAR.

1. I may, must, or can have had.
2. Thou mayst, must, or canst have had.
3. He may, must, or can have had.

## PLURAL.

1. We may, must, or can have had.
2. You may, must, or can have had.
3. They may, must, or can have had.

## SINGULAR.

1. I may, must, or can have been.
2. Thou mayst, must, or canst have been.
3. He may, must, or can have been.

## PLURAL.

1. We may, must, or can have been.
2. You may, must, or can have been.
3. They may, must, or can have been.

*Pluperfect Tense.*

## SINGULAR.

1. I might, could, would, or should have had.
2. Thou mightst, couldst, wouldst, or shouldst have had.
3. He might, could, would, or should have had.

## PLURAL.

1. We might, could, would, or should have had.
2. You might, could, would, or should have had.
3. They might, could, would, or should have had.

## SINGULAR.

1. I might, could, would, or should have been.
2. Thou mightst, couldst, wouldst, or shouldst have been.
3. He might, could, would, or should have been.

## PLURAL.

1. We might, could, would, or should have been.
2. You might, could, would, or should have been.
3. They might, could, would, or should have been.

## SUBJUNCTIVE MOOD.

*Present Tense.*

## SINGULAR.

1. If I have.
2. If thou have.
3. If he have.

## PLURAL.

1. If we have.
2. If you have.
3. If they have.

## SINGULAR.

1. If I be.
2. If thou be.
3. If he be.

## PLURAL.

1. If we be.
2. If you be.
3. If they be.

*Imperfect Tense.*

## SINGULAR.

1. If I had.
2. If thou hadst.
3. If he had.

## PLURAL.

1. If we had.
2. If you had.
3. If they had.

## SINGULAR.

1. If I were.
2. If thou wert.
3. If he were.

## PLURAL.

1. If we were.
2. If you were.
3. If they were.

*Perfect Tense.*

## SINGULAR.

1. If I have had.
2. If thou hast had.
3. If he has had.

## PLURAL.

1. If we have had.
2. If you have had.
3. If they have had.

## SINGULAR.

1. If I have been.
2. If thou hast been.
3. If he has been.

## PLURAL.

1. If we have been.
2. If you have been.
3. If they have been.

*Pluperfect Tense.*

## SINGULAR.

1. If I had had.
2. If thou hadst had.
3. If he had had.

## PLURAL.

1. If we had had.
2. If you had had.
3. If they had had.

## SINGULAR.

1. If I had been.
2. If thou hadst been.
3. If he had been.

## PLURAL.

1. If we had been.
2. If you had been.
3. If they had been.

*First Future Tense.*

## SINGULAR.

1. If I shall or will have.
2. If thou shalt or wilt have.
3. If he shall or will have.

## PLURAL.

1. If we shall or will have.
2. If you shall or will have.
3. If they shall or will have.

## SINGULAR.

1. If I shall or will be.
2. If thou shalt or wilt be.
3. If he shall or will be.

## PLURAL.

1. If we shall or will be.
2. If you shall or will be.
3. If they shall or will be.

*Second Future Tense.*

## SINGULAR.

1. If I shall or will have had.
2. If thou shalt or wilt have had.
3. If he shall or will have had.

## PLURAL.

1. If we shall or will have had.
2. If you shall or will have had.
3. If they shall or will have had.

## SINGULAR.

1. If I shall or will have been.
2. If thou shalt or wilt have been.
3. If he shall or will have been.

## PLURAL.

1. If we shall or will have been.
2. If you shall or will have been.
3. If they shall or will have been.

*Conjugation of the Regular Verb To CALL, actively and passively.*

PRESENT. PAST. PRESENT PARTICIPLE. PAST PARTICIPLE.  
*To call.... Call.... called ..... calling..... called.*

## INDICATIVE MOOD.

*Present Tense.*

## TO CALL.

## SINGULAR.

1. I call.
2. Thou callest.
3. He calls.

## PLURAL.

1. We call.
2. You call.
3. They call.

## TO BE CALLED.

## SINGULAR.

1. I am called.
2. Thou art called.
3. He is called.

## PLURAL.

1. We are called.
2. You are called.
3. They are called.

*Present Emphatic.*SINGULAR.

1. I do call.
2. Thou dost call.
3. He does call.

PLURAL.

1. We do call.
2. You do call.
3. They do call.

The Passive Verb

has no

Present Emphatic form.

*Present Progressive.*SINGULAR.

1. I am calling.
2. Thou art calling.
3. He is calling.

PLURAL.

1. We are calling.
2. You are calling.
3. They are calling.

SINGULAR.

1. I am being called.
2. Thou art being called.
3. He is being called.

PLURAL.

1. We are being called.
2. You are being called.
3. They are being called.

*Imperfect Tense.*SINGULAR.

1. I called.
2. Thou callest.
3. He called.

PLURAL.

1. We called.
2. You called.
3. They called.

SINGULAR.

1. I was called.
2. Thou wast called.
3. He was called.

PLURAL.

1. We were called.
2. You were called.
3. They were called.

*Imperfect Emphatic.*SINGULAR.

1. I did call.
2. Thou didst call.
3. He did call.

PLURAL.

1. We did call.
2. You did call.
3. They did call.

The Passive Verb

has not

this form in any Tense.

*Imperfect Progressive.*

## SINGULAR.

1. I was calling.
2. Thou wast calling.
3. He was calling.

## PLURAL.

1. We were calling.
2. You were calling.
3. They were calling.

## SINGULAR.

1. I was being called.
2. Thou wast being called.
3. He was being called.

## PLURAL.

1. We were being called.
2. You were being called.
3. They were being called.

*Perfect Tense.*

## SINGULAR.

1. I have called.
2. Thou hast called.
3. He has called.

## PLURAL.

1. We have called.
2. You have called.
3. They have called.

## SINGULAR.

1. I have been called.
2. Thou hast been called.
3. He has been called.

## PLURAL.

1. We have been called.
2. You have been called.
3. They have been called.

*Perfect Progressive.*

## SINGULAR.

1. I have been calling.
2. Thou hast been calling.
3. He has been calling.

## PLURAL.

1. We have been calling.
2. You have been calling.
3. They have been calling.

## No Perfect Progressive

in

the Passive.

*Pluperfect Tense.*

## SINGULAR.

1. I had called.
2. Thou hadst called.
3. He had called.

## PLURAL.

1. We had called.
2. You had called.
3. They had called.

## SINGULAR.

1. I had been called.
2. Thou hadst been called.
3. He had been called.

## PLURAL.

1. We had been called.
2. You had been called.
3. They had been called.

*First Future Tense.*

## SINGULAR.

1. I shall or will call.
2. Thou shalt or wilt call.
3. He shall or will call.

## PLURAL.

1. We shall or will call.
2. You shall or will call.
3. They shall or will call.

## SINGULAR.

1. I shall or will be called.
2. Thou shalt or wilt be called.
3. He shall or will be called.

## PLURAL.

1. We shall or will be called.
2. You shall or will be called.
3. They shall or will be called.

*Second Future Tense.*

## SINGULAR.

1. I shall or will have called.
2. Thou shalt or wilt have called.
3. He shall or will have called.

## PLURAL.

1. We shall or will have called.
2. You shall or will have called.
3. They shall or will have called.

## SINGULAR.

1. I shall or will have been called.
2. Thou shalt or wilt have been called.
3. He shall or will have been called.

## PLURAL.

1. We shall or will have been called.
2. You shall or will have been called.
3. They shall or will have been called.

*IMPERATIVE MOOD.*

## SINGULAR.

2. Call thou, or do thou call.

## PLURAL.

2. Call you, or do you call.

## SINGULAR.

2. Be thou or do thou be called.

## PLURAL.

2. Be you or do you be called.

*POTENTIAL MOOD.**Present Tense.*

## SINGULAR.

1. I may or can call.
2. Thou mayst or canst call.
3. He may or can call.

## PLURAL.

1. We may or can call.
2. You may or can call.
3. They may or can call.

## SINGULAR.

1. I may or can be called.
2. Thou mayst or canst be called.
3. He may or can be called.

## PLURAL.

1. We may or can be called.
2. You may or can be called.
3. They may or can be called.

*Imperfect Tense.*

## SINGULAR.

1. I might, could, would, or should call.
2. Thou mightst, couldst, wouldst, or shouldst call.
3. He might, could, would, or should call.

## PLURAL.

1. We might, could, would, or should call.
2. You might, could, would, or should call.
3. They might, could, would, or should call.

## SINGULAR.

1. I might, could, would, or should be called.
2. Thou mightst, couldst, wouldst, or shouldst be called.
3. He might, could, would, or should be called.

## PLURAL.

1. We might, could, would, or should be called.
2. You might, could, would, or should be called.
3. They might, could, would, or should be called.

*Perfect Tense.*

## SINGULAR.

1. I may or can have called.
2. Thou mayst or canst have called.
3. He may or can have called.

## PLURAL.

1. We may or can have called.
2. You may or can have called.
3. They may or can have called.

## SINGULAR.

1. I may or can have been called.
2. Thou mayst or canst have been called.
3. He may or can have been called.

## PLURAL.

1. We may or can have been called.
2. You may or can have been called.
3. They may or can have been called.

*Pluperfect Tense.*

## SINGULAR.

1. I might, could, would, or should have called.
2. Thou mightst, couldst, wouldst, or shouldst have called.
3. He might, could, would, or should have called.

## PLURAL.

1. We might, could, would, or should have called.
2. You might, could, would, or should have called.
3. They might, could, would, or should have called.

## SINGULAR.

1. I might, could, would, or should have been called.
2. Thou mightst, couldst, wouldst, or shouldst have been called.
3. He might, could, would, or should have been called.

## PLURAL.

1. We might, could, would, or should have been called.
2. You might, could, would, or should have been called.
3. They might, could, would, or should have been called.

## SUBJUNCTIVE MOOD.

*Present Tense.*

## SINGULAR.

1. If I call.
2. If thou call.
3. If he call.

## PLURAL.

1. If we call.
2. If you call.
3. If they call.

## SINGULAR.

1. If I be called.
2. If thou be called.
3. If he be called.

## PLURAL.

1. If we be called.
2. If you be called.
3. If they be called.

*Imperfect Tense.*

## SINGULAR.

1. If I called.
2. If thou called.
3. If he called.

## PLURAL.

1. If we called.
2. If you called.
3. If they called.

## SINGULAR.

1. If I were called.
2. If thou wert called.
3. If he were called.

## PLURAL.

1. If we were called.
2. If you were called.
3. If they were called.

*Perfect Tense.*

## SINGULAR.

1. If I have called.
2. If thou hast called.
3. If he has called.

## PLURAL.

1. If we have called.
2. If you have called.
3. If they have called.

## SINGULAR.

1. If I have been called.
2. If thou hast been called.
3. If he has been called.

## PLURAL.

1. If we have been called.
2. If you have been called.
3. If they have been called.

*Pleapperfect Tense.*

## SINGULAR.

1. If I had called.
2. If thou hadst called.
3. If he had called.

## PLURAL.

1. If we had called.
2. If you had called.
3. If they had called.

## SINGULAR.

1. If I had been called.
2. If thou hadst been called.
3. If he had been called.

## PLURAL.

1. If we had been called.
2. If you had been called.
3. If they had been called.

*First Future Tense.*

## SINGULAR.

1. If I shall or will call.
2. If thou shalt or wilt call.
3. If he shall or will call.

## PLURAL.

1. If we shall or will call.
2. If you shall or will call.
3. If they shall or will call.

## SINGULAR.

1. If I shall or will be called.
2. If thou shalt or wilt be called.
3. If he shall or will be called.

## PLURAL.

1. If we shall or will be called.
2. If you shall or will be called.
3. If they shall or will be called.

*Second Future Tense.*

## SINGULAR.

1. If I shall or will have called.
2. If thou shalt or wilt have called.
3. If he shall or will have called.

## PLURAL.

1. If we shall or will have called.
2. If you shall or will have called.
3. If they shall or will have called.

## SINGULAR.

1. If I shall or will have been called.
2. If thou shalt or wilt have been called.
3. If he shall or will have been called.

## PLURAL.

1. If we shall or will have been called.
2. If you shall or will have been called.
3. If they shall or will have been called.

When we wish to conjugate a verb negatively, the adverb *not* is placed after it, or after the first auxiliary ; as,—

*Present* .... I call not, or I do not call.

*Past* .... I called not, or I did not call.

Before the infinitive and participle the negative goes first ; as,—

*Infinitive*.... Not to call. *Participle*.... Not calling, &c.

Verbs are conjugated interrogatively either by placing the nominative after them, or after the first auxiliary ; as,—

*Indicative*.... Do I call ? am I calling ? &c.

*Potential* .... May I call ? might I call ? &c.

Verbs are conjugated negatively and interrogatively, in the Indicative and Potential Moods, by putting the nominative and the adverb *not* after the verb, or after the first auxiliary ; as,—

*Indicative*.... Do I not call ? did I not call ?

*Potential* .... May I not call ? might I not call ?

N.B.—In negative and interrogative sentences, the word *do* does not necessarily make the sentence emphatic. The auxiliary *do*, in the interrogative sentence, implies *action*, and *am* implies *continuance*.

## IRREGULAR VERBS.

IRREGULAR VERBS are those that do not form their past tense and perfect participle in *ed*; as,—

*Present*—Arise.... *Past*—arose.... *Past Participle*—arisen.

## LIST OF IRREGULAR VERBS.

*N.B.*—Where there are two forms, the preferable one is placed first.

<i>Present.</i>	<i>Past.</i>	<i>Present Participle.</i>	<i>Perfect Participle.</i>
Abide .....	abode.....	abiding .....	abode.
Am .....	was .....	being .....	been.
Arise .....	arose .....	arising .....	arisen.
Awake .....	awoke .....	awaking .....	awaked.
Bear, to bring forth	bore, bare.....	bearing .....	born.*
Bear, to carry ..	bore, bare.....	bearing .....	borne.†
Beat .....	beat .....	beating .....	beaten, or beat.
Behold .....	beheld .....	beholding .....	beheld.‡
Begin.....	began .....	beginning .....	begun.
Bend .....	bent .....	bending .....	bent.
Bereave.....	bereft .....	bereaving .....	bereft.
Beseech.....	besought .....	beseeching.....	besought.
Bid (for) .....	bad, bâde .....	bidding .....	bidden.
Bind (un-)	bound .....	binding .....	bound.§
Bite .....	bit .....	biting .....	bitten, or bit.
Bleed.....	bled .....	bleeding .....	bled.
Blow .....	blew .....	blowing .....	blown.
Break .....	broke.....	breaking .....	broken.
Breed .....	bred .....	breeding .....	bred.
Bring.....	brought.....	bringing .....	brought.
Build (re-)	built .....	building.....	built.
Burst.....	burst .....	bursting .....	burst.
Buy .....	bought .....	buying .....	bought.
Cast .....	cast .....	casting .....	cast.
Catch.....	caught .....	catching .....	caught.
Chide.....	chid .....	chiding .....	chidden, or chid.
Choose .....	chose .....	choosing .....	chosen.
Cleave, to adhere	clave .....	cleaving.....	cleaved.
Cleave, to split ..	clave, cleft, clove .....	cleaving.....	cleft, or cloven.
Cling .....	clung.....	clinging.....	clung.
Clothe .....	clothed .....	clothing.....	clad.

\* As, Man is *born* unto troubles.—*Job.*

† They have *borne* their trials resignedly.

‡ The past participle *behelden* is used in another sense, and means *bound in gratitude*.

§ The old participle *bounden* is used only as an adjective; as, a *bounden* duty.

|| *Clove* is now out of use. *Cloven* is more frequently used as an adjective; as, the *cloven* foot.

<i>Present.</i>	<i>Past.</i>	<i>Present Participle.</i>	<i>Perfect Participle.</i>
Come (be-)	came	coming	come.
Cost	cost	costing	cost.
Crow	crew	crowing	crowed.
Creep	crept	creeping	crept.
Cut	cut	cutting	cut.
Dare, to venture	durst	daring	dared.
Dare, to chal- lenge. (R.)	dared	daring	dared.
Deal	dealt	dealing	dealt.
Dig	dug, or digged*	digging	dug, or digged.
Do (mis-, un-)	did	doing	done.
Draw (with-)	drew	drawing	drawn.
Drink	drank	drinking	drunk, or drunk- en.†
Drive	drove	driving	driven.
Dwell	dwelt, or dwelled	dwelling	dwelt, or dwelled.
Eat	eat, or ate	eating	eaten, or ate.‡
Fall	fell	falling	fallen.
Feed	fed	feeding	fed.
Feel	felt	feeling	felt.
Fight	fought	fighting	fought.
Find	found	finding	found.
Flee	fled	fleeing	fled.
Fling	flung	flinging	flung.
Fly	flew	flying	flown.
Forsake	forsook	forsaking	forsaken.
Freeze	froze	freezing	frozen.
Get	got	getting	got, or gotten.§
Gild	gilt, or gilded	gilding	gilt, or gilded.
Gird	girt, or girded	girding	girt, or girded.
Give (for-)	gave	giving	given.
Go	went	going	gone.
Grave (en-)	graved	graving	graven, or graved.
Grind	ground	grinding	ground.
Grow	grew	growing	grown.
Hang, to take away life. (R.)	hanged	hanging	hanged.
Hang, on a peg, hung	hung	hanging	hung. or to suspend.
Have	had	having	had.
Hear	heard	hearing	heard.
Heave	heaved, or hove	heaving	heaved.

\* *Digged* is not in good use.† *Drunken* is now generally used as an adjective only.‡ *Eaten* is preferable to *ate*.§ *Gotten*, except in compound words, is nearly obsolete.|| The man was *hanged*. They *hung* the room with tapestry. I have *hung* my coat on the peg.

<i>Present.</i>	<i>Past.</i>	<i>Present Participle.</i>	<i>Perfect Participle.</i>
Help	helped	helping	helped.
Hew	hewed	hewing	hewn, or hewed.
Hide	hid	hiding	hidden, or hid.
Hit	hit	hitting	hit.
Hold (be-)	held	holding	held, or holden.*
Hurt	hurt	hurting	hurt.
Keep	kept	keeping	kept.
Kneel	knelt	kneeling	knelt.
Knit	knit, or knitted	knitting	knit, or knitted.
Know	knew	knowing	known.
Lade	laded	lading	laden.
Lay †	laid	laying	laid.
Lead	led	leading	led.
Learn	learned, or learnt	learning	learned, or learnt.
Leave	left	leaving	left.
Lend	lent	lending	lent.
Let	let	letting	let.
Lie, to lie down	lay	lain, or lien	lain, or lien.
Lie, to tell a falsehood. (R.)	lied	lying	lied.
Lift	lifted, or lift	lifting	lifted, or lift.
Light	lighted, or lit	lighting	lighted, or lit.
Load	loaded	loading	loaded, or loaden.
Lose	lost	losing	lost.
Make	made	making	made.
Mean	meant, or meant	meaning	meant, or meant.
Meet	met	meeting	met.
Melt	melted	melting	melted, or molten.
Mow	mowed	mowing	mown, or mowed.
Pay	paid	paying	paid.
Pen, to shut up.	pent	penning	pent.
Pen, to write. (R.)	penned	penning	penned.
Put	put	putting	put.
Quit	quit, or quitted	quitting	quit, or quitted.
Rap	rapped	rapping	rapped, or rapt.
Read	read	reading	read.
Rend	rent	rending	rent.
Rid ‡	rid	ridding	rid.
Ride	rode, or rid †	riding	ridden, or rid.
Ring	rung, or rang	ringing	rung.
Rise (up-)	rose	rising	risen.

\* The word *holden* is growing out of use.

† The words *lay*, to place, *lie*, to repose, and *lie*, to speak falsely, should be carefully attended to. Examples: *LAY* (transitive).—I *lay* the book on the table; She *laid* it there; They have likewise *laid* it. *LIE* (intransitive).—He *lies* in bed, and he *lay* in bed yesterday too long; He has *lain* in bed a week. *LIE* (intransitive).—He *lies* continually; He *lied* yesterday; He has *lied* so frequently, that no one believes him.

‡ The word *rid* is growing out of use.

<i>Present.</i>	<i>Past.</i>	<i>Present Participle.</i>	<i>Perfect Participle.</i>
Rive .....	rived .....	riving .....	riven.
Rot .....	rotted .....	rotting .....	rotted, or rotten.
Run (out) .....	ran .....	running .....	run.
Saw .....	sawed .....	sawing .....	sawed, or sawn.
Say .....	said .....	saying .....	said.
See .....	saw .....	seeing .....	seen.
Seek .....	sought .....	seeking .....	sought.
Seethe .....	seethed .....	seething .....	seethed, or sodden.*
Sell .....	sold .....	selling .....	sold.
Send .....	sent .....	sending .....	sent.
Set, <i>to place</i> .....	set .....	setting .....	set.
(Transitive.)			
Sit, <i>to rest upon</i> .....	sat .....	sitting .....	sat.
(Intransitive.)			
Shake .....	shook .....	shaking .....	shaken.
Shape .....	shaped .....	shaping .....	shaped, or shapen.
Shave .....	shaved .....	shaving .....	shaved, or shaven.
Shear .....	sheared, or shore .....	shearing .....	shorn.
Shed .....	shed .....	shedding .....	shed.
Show,† or shew .....	showed, or shewed .....	showing, or shew- ing .....	shown, or shewn.
Shine .....	shone, or shined .....	shining .....	shone, or shined.‡
Shoe .....	shoed .....	shoeing .....	shod.
Shoot .....	shot .....	shooting .....	shot.
Shred .....	shred .....	shredding .....	shred.
Shrink .....	shrunk, or shrank .....	shrinking .....	shrunk.
Shrive .....	shrived, or shrove .....	shriving .....	shrived, or shriven.
Shut .....	shut .....	shutting .....	shut.
Sing .....	sung, or sang .....	singing .....	sung.
Sink .....	sunk, or sank .....	sinking .....	sunk, or sunken.§
Sit .....	sat, or sate .....	sitting .....	sitten, or sat.
Slay .....	slew .....	slaying .....	slain.
Sleep .....	slept .....	sleeping .....	slept.
Slide .....	slid .....	sliding .....	slidden.
Sling .....	slang, or slung .....	slinging .....	slung.
Slink .....	slank, or slunk .....	slinking .....	slunk.
Slit .....	slit, or slitted .....	slitting .....	slit, or slitted.
Smite .....	smote .....	smiting .....	smitten.
Sow, <i>to scatter seed</i> .....	sowed .....	sowing .....	sown.
Sew, <i>with a needle</i> .....	sewed .....	sewing .....	sewed.
(R.)			
Speak (be-) .....	spoke, or spake .....	speaking .....	spoken.

\* *Sodden* is frequently an adjective; as, *sodden flesh*.—1 Sam. ii. 15. *Sodden wines*.—*Dryden*.

† *Show* is more frequently spelled with *o* than with the *e*.

‡ *Shined* is nearly out of use.

§ *Sunken* is used as an adjective only at present.

<i>Present.</i>	<i>Past.</i>	<i>Present Participle.</i>	<i>Perfect Participle.</i>
Speed.....	sped .....	speeding .....	sped.
Spend.....	spent.....	spending .....	spent.
Spill.....	spilt .....	spilling .....	spilt.
Spin.....	spun, or span ..	spinning .....	spun.
Spit.....	spat, or spit ..	spitting .....	spitten, or spit.
Spit, to put meat spitted .....	spitted .....	spitting .....	spitted.
on a spit. (R.)			
Split.....	split .....	splitting .....	split.
Spread (be-) .....	spread .....	spreading .....	spread.
Spring.....	sprang, or sprung ..	springing .....	sprung.
Stand (with-, under-) .....	stood .....	standing .....	stood.
Stay.....	staid, or stayed* ..	staying .....	staid, or stayed.
Steal.....	stole .....	stealing .....	stolen.
Stick.....	stuck .....	sticking .....	stuck.
Sting.....	stung .....	stinging .....	stung.
Stink.....	stank, or stunk..	stinking .....	stunk.
Stride (be-) .....	strode, or strid..	striding .....	stridden.
Strike.....	struck .....	striking .....	struck, or stricken
String.....	strang, or strung ..	stringing .....	strung.
Strew (be-), ..	{ strewed, ....	{ strewing, ....	{ strewed,
or	{ or	{ or	or
Strow .....	{ strowed .....	{ strowing .....	{ strowed, strown.
Swear .....	sware, or sware† ..	swearing .....	sworn.
Sweat.....	sweat .....	sweating .....	sweat.
Sweep.....	swept .....	sweeping .....	swept.
Swell.....	swelled .....	swelling .....	swollen.
Swim.....	swam, or swum..	swimming .....	swum.
Swing.....	swang, or swung ..	swinging .....	swung.
Take (be-, under-) .....	took .....	taking .....	taken.
Teach.....	taught .....	teaching .....	taught.
Tear.....	tore .....	tearing .....	torn.
Tell.....	told .....	telling .....	told.
Think (be-) .....	thought .....	thinking .....	thought.
Thrive.....	throve .....	thriving .....	thriven.
Throw.....	threw .....	throwing .....	thrown.
Thrust.....	thrust .....	thrusting .....	thrust.
Tread.....	trod .....	treading .....	trodden.
Wax.....	waxed .....	waxing .....	waxen.
Wear.....	wore .....	wearing .....	worn.
Weave.....	wove .....	weaving .....	woven.
Weep.....	wept .....	weeping .....	wept.
Win .....	won .....	winning .....	won.
Wind (un-) .....	wound .....	winding .....	wound.
Work.....	wrought .....	working .....	worked, wrought‡.
Wring.....	wrung .....	wringing .....	wrung.
Write .....	wrote .....	writing .....	written.

\* Stayed is nearly out of use.

† Sware is seldom or never used.

‡ wrought is used as an adjective; as, a wrought jewel.

SYNOPSIS OF CONJUGATION.

TENSE.	MOOD.	INDEFINITE.		EMPHATIC.		PROGRESSIVE.	
		Active.	Passive.	Active.	Passive.	Active.	Passive.
PRESENT ..	Indicative ..	I call..... I may or can call ..	I am called..... I may or can be called.	I do call.....	I am calling .. I may or can be calling.	I am being called.	
	Potential ..	If I call .....	If I be called .....	If I do call ..	If I am calling ..		
SUBJUNCTIVE ..	Imperative	Call thou.....	Be thou called .....	Do call ..			
	Infinitive ..	To call.....	To be called.	Do be called.			
IMPERFECT ..	Indicative ..	I called .....	I was called .....	I did call ..	I was calling .....	I was being called.	
	Past .....	I have called .....	I have been called.	.....	.....		
PAST .....	Potential ..	I had called .....	I had been called.	.....	.....		
	Pluperfect ..	" .....	" .....	.....	.....		
IMPERFECT ..	Indicative ..	I might or could call ..	I might be called ..	.....	.....		
	Past .....	I may have called ..	I may have been called.	.....	.....		
PAST .....	Potential ..	" .....	I might have called	I might have been called.	.....		
	Pluperfect ..	" .....	" .....	.....	.....		
IMPERFECT ..	Subjunctive ..	If I called .....	If I were called .....	.....	.....		
	Past .....	If I have called .....	If I have been called.	.....	.....		
PAST .....	Potential ..	If I had called .....	If I had been called.	.....	.....		
	Pluperfect ..	" .....	" .....	.....	.....		
FIRST FUTURE ..	Indicative ..	I shall or will call ..	I shall be called ..	.....	.....		
	SECOND FUTURE ..	I shall have called	I shall have been called.	.....	.....		
FIRST FUTURE ..	Subjunctive ..	If I shall or will call ..	If I shall be called ..	I will call	I will be called.		
	SECOND FUTURE ..	If I shall or will have called	If I shall have been called.	.....	.....		
PARTICLES {	Present ..	Calling ..					
	Past .....	Having called.					

## The Adverb.

1. An **ADVERB** is a word which qualifies a *verb*, an *adjective*, and sometimes another *adverb*; as, *He wrote CAREFULLY*. *My father is VERY kind, and acts VERY wisely*.

2. An adverb may be known by its answering to the question *how?* *when?* or *where?* thus, *He acted HONESTLY*. *How* did he act? *Answer, honestly*. The word *honestly* is an adverb.

3. Adverbs ending in *ly* may be compared by adding *more* or *most*; as, *skilfully, MORE skilfully, MOST skilfully*. A few adverbs are compared by adding *er* and *est*; as, *soon, sooner, soonest*.

4. Adverbs, generally follow *verbs*, but go before *adjectives*; as, *He works ATTENTIVELY, and is VERY diligent*.

### OBSERVATIONS.

1. The word *Adverb* is derived from *ad*, to, and *verbum*, the *verb*; because it is generally added to a *verb* to denote the extent to which a *verb* is applied; as, *He reads WELL*. The adverb likewise modifies or qualifies an *adjective*. For example, in the expression *a boy STRICTLY honest*, the word *strictly* gives strength to the *adjective honest*, and qualifies it. In the same way, with another adverb; *He speaks VERY correctly*, the word *very* qualifies the second adverb *correctly*.

2. Adverbs are generally contractions of sentences, or, in other words, express what otherwise would require several words; as, *now* means *at this time*; *mildly* denotes *in a mild manner*. Such words as *not at all, at length, now-a-days, &c.*, are to be considered as *adverbial phrases*.

3. Adverbs frequently end in *ly*, which is a contraction of *like*, as *gentlemanly* was, formerly, *gentlemanlike*. Many adverbs are formed by the combination of prepositions; as, *thereof, hereby, herewith, whereon, &c.*; and some are composed of *nouns* and the preposition

*at or on* changed into *a*; as, *ahead, aboard, aground*.

4. Adverbs may be divided into four kinds,—adverbs of *time*, of *place*, of *quantity*, and of *quality*; but to mark them more accurately, they are generally divided into a greater variety; as,

(1) *Manner or quality*.—*Well, wisely, ably, &c.*

(2) *Time*.—*Now, to-day, soon, then, &c.*

(3) *Quantity*.—*Much, little, enough, how much, &c.*

(4) *Order*.—*Fourthly, secondly, thirdly, &c.*

(5) *Place*.—*Here, there, where, back-wards, &c.*

(6) *Affirmative*.—*Certainly, yes, truly, yea, &c.*

(7) *Negative*.—*Nay, no, not, otherwise, &c.*

5. When the article *the* is placed before an adverb of the *comparative* and *superlative degree*, it gives the expression more force; as, *THE more he speaks, THE less he thinks*. In parsing such sentences, it is better to take the *article* and *adverb* together, and consider them as *adverbial phrases*.

## The Preposition.

1. A **PREPOSITION** is a word generally set before other words to connect them, and to show the relation which they bear to each other: they are mostly placed before *nouns* and *pronouns*; as, *My room is ABOVE the refectory. He is BELOW me in the class*.

2. Prepositions govern *nouns* and *pronouns* in the objective case ; as, *In LONDON, against us.*

3. The preposition is sometimes separated from the *relative* which it governs ; as, *WHOM shall I give it to ?* instead of *To WHOM shall I give it ?* Placing it next to the word governed, is preferable.

4. Sometimes a preposition is put before the *verb* as a prefix, as, *CONNECT* ; and sometimes after *verbs*, as, *He will write TO him, and write ABOUT it.*

5. A preposition usually goes before the *noun* or *pronoun* which it governs.

#### OBSERVATIONS.

1. The derivation of *Preposition* is from *pre*, before, and *positus*, placed ; and it is a word which generally goes before a *noun* or *pronoun*. The peculiarity of a preposition is, that it requires a *noun* or *pronoun* immediately after it to complete the sense. In the expression, *The boy fell UPON*, the ear discovers the necessity of some *noun* or *pronoun* to make sense ; as, *The boy fell UPON THE FLOOR.*

2. When the object is omitted after prepositions, they may be considered as *adverbs*, as, *He walks about* ; but some grammarians, with good reason, still look upon them as prepositions in either case, supposing the *noun* or *pronoun* to be understood ; as, *He walks ABOUT (the garden) understood.*

3. Most of the English prepositions are derived from the Saxon. Many of the prepositions are found in composition with other words, and they are called *Inseparable Prepositions* ; as, *con in connect*, and *fore in forego*. There are many of these *prefixes* derived from the Latin. We sometimes find a combination of prepositions in a phrase ; as, *on account of, according to*. These may be called *prepositional phrases*.

4. The following are the principal prepositions in English :—

About.	Athwart.	During.
Above.	Before.	For.
According to	Behind.	From.
Across.	Below.	In.
After.	Beneath.	Into.
Against.	Beside.*	Instead of.
Along.	Between.	Near.
Amid, or	Betwixt.	Nigh.
Amidst.	Beyond.	Notwith-
Among, or	By.	standing.
Amongst.	Concerning.	On.
At.	Down.	Of.

Out of.	Throughout.	Unto.
Over.	To.	Up.
Regarding.	Towards.	Upon.
Respecting.	Touching.	With.
Save, or But,†	Under.	Within.
Through.	Underneath.	Without.

5. Some grammarians have classified the words *till, until, since*, among the list of prepositions ; but this arrangement is unphilosophical : they should be considered as *conjunctions* or *adverbs*. The words *except* and *excepting* are commonly, though incorrectly, classed among prepositions. The former may be considered as the imperative mood. The preposition *on* is frequently changed into *o' or a* ; as, *o'clock* means *on the clock* ; *aside, on the side*. We say sometimes, *I am going A riding, A hunting, A fishing* ; the *A* is put for the preposition *on*.

6. Care should be taken to use the proper *prepositions* after *verbs*. The appropriate prepositions after *verbs, participles, &c.*, will be found at page 74. The words *above* and *below* should be used before the word *stairs* ; as, *He is ABOVE stairs, and not BELOW stairs*. When there is motion implied, *up* and *down* should be used ; as, *He was going UP stairs, when she was coming DOWN.*

7. The preposition *to* is used before nouns of place when they follow verbs of motion ; as, *I went to Calais* ; and the preposition *at* after the neuter verb *to be* ; as, *I was AT Calais*. The preposition *in* is set before countries, cities, and large towns ; as, *He lives IN England, and resides IN Birmingham*. Before villages, single houses, and cities which are in distant countries, *at* is used ; as, *He resided AT Marseilles, and is now stopping AT Richmond.*

\* *Beside* is generally given as the preposition, and *besides* as the adverb ; but both forms of spelling are found as prepositions and adverbs.

† *All were present BUT (save) me.* *But* is really a contraction of the Saxon *butan*, to except.

## The Conjunction.

1. The CONJUNCTION is that part of speech that joins *words*, *clauses*, or *sentences* together; as, *Two AND three make five*. *The captain AND the lieutenant were saved*. *You can remain, BUT I shall go to London*.

2. Conjunctions are of two kinds—*Copulative* and *Disjunctive*.

3. Conjunctions are called *copulative* because they connect things that are to be considered jointly.

4. Conjunctions do not govern any case; as, *They punished him more than me*. *Me* is not governed by *than*; but by *punished* understood.

### OBSERVATIONS.

1. The word *Conjunction* is from the Latin *conjungo*, I join with, or together; and is a part of speech used to connect words and sentences. If there were no conjunctions, we should be obliged to make separate sentences; as, for example, *The captain AND lieutenant were saved*. Were it not for the conjunction *and*, we should have to say, *The captain was saved; the lieutenant was saved*.

2. Conjunctions *Copulative*, from the Latin *copulo*, to unite, are the following:—

And. Because. For. That.

As.\* Both. If.

Some of these conjunctions unite *sentences* when they appear only to unite *words*; as, *Health AND happiness cheer us in our path*. This form of expression implies two sentences; as, *Health cheers us*, and *happiness cheers us*. The relative pronouns *who*, &c., as well as conjunctions, connect sentences in this way; as, *He is the man WHO did it*.

3. The Conjunctions *Disjunctive*, from *disjungo*, I separate, are those that connect sentences, but express opposition of meaning in different degrees, or imply *diversity*, *negation*, *doubt*, or *opposition*. They are:—

But. Nor. Yet.

Either. Whether. Though.

Or. Lest. Although.

Neither. Unless. Than.

4. When we say *Thomas AND James wrote this letter*, and *Thomas OR James wrote this letter*, we shall see the difference of the *copulative* and *disjunctive* conjunctions. In the first sentence, and

unites *Thomas* and *James*, and shows that the assertion is made equally of *both*; in the second, *or* unites *Thomas* and *James*, but shows that the two individuals, united thereby, did not *both* write the letter.

5. In addition to the *copulative* and *disjunctive* conjunctions, grammarians have formed a class called *Compound Conjunctions*, or *Conjunctional Phrases*; and this class includes such as are of two or more words; as, *as if*, *as though*, *as well as*, and *also*, *for as much as*.

6. When the word *that*, as we have already said, can be turned into *who* or *which*, it is a relative (see Observation 2, page 21), but in any other situation it is a conjunction.

7. There are certain conjunctions and other parts of speech that are always associated with words that may be considered as their *correspondents*. The first may be called the *antecedent*, and the other the *consequent*. The following are the principal:—

Antecedent.	Consequent.
Neither	Nor.
Though }	Yet.
Although	As.
As	As.
As sometimes	So.
So	That.
So	As.
Other	Than.
Either	Or.
Whether	Or.
Such	As, that.
Same	As.
Rather	Than.

\* See Observation 10, page 22.

## The Interjection.

1. An **INTERJECTION** is a word which expresses *sudden emotion of the mind*; as, *Alas!* *Bravo!* *For shame!*
2. In printing or writing, they should be followed by a note of exclamation; as, *Hush!* *Oh!*
3. *Verbs, adjectives, and other parts of speech* become *interjections*, when uttered as exclamations.
4. The interjections govern no case, with the exception of *O!* and *Ah!* which sometimes govern the *nominative* and sometimes the *objective*.
5. The interjection *O* should always be written with a capital letter; as, *O me!*

### OBSERVATIONS.

1. The word *Interjection* is from *inter*, between, and *jectus*, thrown; and is a brief exclamation to express some passion or sudden emotion of the writer or speaker.

2. The following is a list of the principal interjections:—

*Of joy.*—Ha! hey!  
*Of grief.*—O! oh! ah! alas!  
*Of contempt.*—Fudge! phshaw! tut!  
*Of wonder.*—Heigh! really! strange!  
 what!  
*Of salutation.*—Welcome! hail! all  
 hail!  
*Of calling attention.*—Lo! behold!  
 look!  
*Of calling to silence.*—Hush! hist!  
 mum!

*Of aversion.*—Foh! fie! away!

*Of laughter.*—Ha! ha! ha!

*Of exultation.*—Oho! huzza! hurrah!

3. We sometimes find the interjections *O* and *ah* improperly used in writing. When we address a person, place, or thing, the interjection *O* ought to be used; but, if a painful emotion of the mind be expressed, without any noun following, the interjection *ah* should be employed; as,—

*O my country!* *Ox! how I pity thee!*

4. The interjections *O* and *ah* require the *objective* of a pronoun when in the *first person*; as, *Ox me!* *O unhappy us!* If the pronoun be of the *second person*, the above interjections require the *nominative*; as, *O thou persecutor!*

## PART III.—SYNTAX.

1. **SYNTAX** teaches the *construction of sentences*, and treats of the *proper arrangement* and *combination of words and sentences*.
2. A *sentence* is an assemblage of *words*, making complete sense, and always containing a *nominative* and a *verb*.
3. Sentences are either *simple* or *compound*.
4. A *simple sentence* has only a *subject* and one *finite* or *personal verb*.
5. A *finite verb* is that to which *number* and *person* belong. The *infinitive mood* has no respect to *number* and *person*.

6. A *compound*, or, as it is sometimes called, a *complex sentence*, contains two or more simple sentences, connected by one or more conjunctions; as, *Diligence procures respect; but laziness produces the worst effects.*

7. A *phrase* is an expression consisting of two or more words, and forming, in general, a part of a sentence; as, *Without doubt; as soon as possible.*

8. The principal parts of a simple sentence are, the *subject*, the *verb*, and the *object*. The *subject* is the nominative to the *verb*, and the *verb* is sometimes called the *attribute*.

9. Syntax is divided into two parts; namely, *Concord* and *Government*.

10. *Concord* is the agreement which one word has with another in *gender, number, and person.*

*Government* is the power which one word has over another.

11. The parts of speech which *govern*, are the *verb* and the *preposition.*

#### OBSERVATIONS.

1. The derivation of *Syntax* is from *σύν* (sun), with, and *τάσσω* (tasso), to set in order, and treats of the collection of such rules as grammarians have laid down as to the government of words, and their dependence on each other.

2. Some grammars have stated the *essentials* of sentences to be the *subject* and *predicate*, and, in a sentence, where a transitive verb occurs, an *object* in addition. For example; *The pupil reads the book.* The *pupil* is the *subject*; *reads* makes the *affirmation*, and is called the *predicate*, because it asserts (from *producere*, to affirm); and the *book* which receives the action, expressed by the transitive verb *reads*, is called the *object* (from *ob*, in the way of, and *jectus*, thrown). When the *verb to be* is used, it is termed the *copula*, or that which forms the connection between the *subject* and *predicate*; as, *The man is ill.* Here *man* is the *subject*, *is* the *copula*, and *ill* the *predicate*. In the sentence, *Noble is the Creator*, *Creator* is the *subject*, *is* the *copula*, and *noble* the *predicate*.

3. Sentences are differently divided and explained by grammarians. They are considered by some to be either *Principal* or *Accessory*. A *principal sentence* is one that is not dependent on any other sentence; as, *The boy reads the book.* An *accessory sentence* is a

sentence that is dependent on another sentence; as, *The boy reads the book, THAT HE MAY IMPROVE HIS MIND.* The words in small capitals are an *accessory sentence*, dependent on the principal sentence, *The boy reads the book.* Sentences may also be divided into *Affirmative, Negative, Imperative, and Interrogative;* as,

*Affirmative*.—I esteem a good man.

*Negative*.—I do not esteem a bad man.

*Imperative*.—Esteem virtue.

*Interrogative*.—Do I not esteem virtue?

4. No extensive rules can be given to construct a sentence, as there must be as much diversity in force and accuracy as in thought. Cobbett, in his *Letters on Grammar*, gives excellent advice as to the arrangement of the parts of a sentence. He says, “There is no precise rule,—for there can be none, with regard to the *constructing* of sentences. The order of the matter will be, in almost all cases, that of our thoughts. Sit down and write what you *have thought*, and not to *think* what you shall write. We ought to take care, if any words in a sentence relate, in any way, to those that *have gone* before, to make them correspond grammatically with the foregoing words.” Again he says, “One of the greatest of all faults in writing and speaking is this, the using of many words to say little.”

## Rules of Syntax.

### SYNTAX OF THE ARTICLES *A* AND *THE*.

**RULE I.**—The Indefinite Article *a* or *an* agrees with nouns in the *singular* number only; as, *A man*. *A* should be used before words beginning with a consonant, and *an* before those beginning with a vowel; as, *A man*, *AN angel*. The Definite article *the* agrees with *either* number; as, *THE good boy*, *THE good boys*.

#### OBSERVATIONS.

1. When the article *a* or *the* precedes a participial noun, the preposition *of* should follow; as, *There was A betraying or the secret intrusted to him*. (Refer to Observation No. 3 of Participle, page 29; and Observation 1, page 59.)

2. The Indefinite Article is used before the comparative with *than*, and the *Definite* before the comparative with *of*; as, *This is a larger piece THAN the other*; but *this is THE finer of the two*.

3. When two nouns, both meaning the same person or thing, follow a comparative, the article is not placed before the second; as, *He is a better writer than orator*. If the allusion is made to *different* persons or things, the article should be repeated; as, *He is a better writer than AN orator* (could or would be is understood).

4. When *two or more* adjectives qualify one noun, and refer to the *same* person or thing, the article is used only before the *first*; as, *A kind and considerate friend is valuable in distress*: but if the adjectives refer to *different* persons or things, the article is used with all the adjectives; as, *A kind and a considerate friend are worthy of our esteem*.

5. Nouns which express the *whole* of a species do not in general take the definite article; as, *WHEAT* is given for *man*, and *GRASS* for *cattle*. In speaking of any *particular* person or thing, the article is put; as, *THE wheat and THE grass look well in his farm*.

6. The article is omitted before *abstract nouns*, and the names of *particular* arts, sciences, &c.; as, *VIRTUE* is always *noble*. *WEAVING* is a *useful art*. Those terms which include *several* arts, sciences, &c., take the article; as, *THE*

*mathematics*; *THE fine arts*. The word *physics* is an exception, and does not take the article.

7. When there is no article before the noun, it is taken in its *widest sense*; as, *comprehending the whole* of the species; as, *Gold is corrupting*. *Man is mortal*. Sometimes the noun, without the article, is used elliptically; as when I say, *There are men who would say so*;—I mean, there are *some* men.

8. The Indefinite Article is used with the words *day*, *month*, &c. &c. *Once a day* means *once IN a day*, &c. The article, in this sense, is preferable to the word *per*, so frequently used; as, *Four shillings (for) A sack*, rather than *per sack*.

9. Collective nouns, that is, nouns signifying *fixed* and *settled* *collections* of individuals, take the *indefinite* article; as, *A dozen*, *A score*.

10. A nice distinction is sometimes made by the use or omission of the article. For example, if I say, *He spoke with little emphasis*, my meaning is *negative*. If I insert the article *a*, and say, *He spoke with a little emphasis*, the meaning is *positive*. And the two sentences are, by no means, the same; for, by the former, I rather *dispraise* the speaker, and, by the latter, I imply that he used emphasis.

11. Some grammarians rightly advise the repetition of the Indefinite Article where there are *several* nouns that require *a* in one place, and *an* in another. For example, it would be wrong to say, *I had a roll and oyster for my lunch*; for, as *oyster* requires *an* and not *a*, the article must be repeated, and we must say, *I had a roll and AN oyster for my lunch*. (Refer to Observations on the Articles, p. 5.)

## SYNTAX OF THE NOUN.

*Nominative Case.*

**RULE II.**—A Noun or Pronoun which is the *subject* of a verb, must be in the *nominative case*. To this rule there are no exceptions. The *subject* is generally placed before the verb, and the *verb* agrees with it in *number* and *person*.

## OBSERVATIONS.

1. If there are two nominatives in the *singular* connected by *and*, the verb should be in the *plural*; as, *John AND James say so*. If two singular nouns coupled by *and* imply one thing, the verb is in the *singular*; as, *Bread and milk IS good for breakfast*. If they are spoken of as *separate*, the verb is in the *plural*; as, *The bread AND the milk ARE stale*. When *and* is placed before *disuniting* word, the verb refers to only one of the nominatives, and is put in the *singular*; as, *Good order, and not insubordination, PRODUCES the desired peace*.

2. When a verb comes between two nouns, either of which may be understood as the *subject* of the affirmation, it may agree with either of them. Generally speaking, it is considered better to make the verb agree with the noun that stands nearer to the verb; as, *The WAGES of sin ARE death*; or, *the WAGES of sin IS death*,—which is preferable.

3. Some writers have thought it allowable to put a verb in the *singular* number, if it be preceded by two nominatives nearly related, or scarcely distinguishable; as, *Tranquillity and peace DWELLS there*: but this is evidently contrary to the rules of grammar, and should be avoided.

4. Singular nominatives of the third person separated by *or* or *nor* require the verb in the *singular*; as, *John OR*

*James SAYS so*. If the nominatives be of different numbers, the verb is in the *plural*; as, *Neither the boy NOR the girls WERE there*.

5. Collective nouns that imply *plurality* have the verb in the *plural*; as, *My people DO NOT consider*. In this, we must consider whether the noun conveys *unity* of idea, or whether it conveys *plurality*: in the former case the verb should be in the *singular*, and in the latter the verb should be in the *plural*. *Riches, wages, eates, have* generally the verb in the *plural*; *aims, means, pains, odds, amends*, though generally *singular*, are sometimes found with a *plural*. The word *people* is generally written in the *singular*; but we find the *plural* *peoples* in the Scripture, when the word signifies a *separate nation or tribe*. The noun *public* should have a *plural* verb; as, *The public ARE informed, &c.*

6. We sometimes find a *part* of a sentence or an *infinitive mood* to be the *nominative* to the *verb*. In this case the verb is in the *singular*; as, *His GOING TO LONDON will not prevent our coming to you*. To *no good* is *always pleasing*.

7. When the *nominative* is joined to a *participle*, without being connected with any other verb in the sentence, it is said to be in the *nominative absolute*; as, *THE CROWD HAVING DISPERSED, he proceeded on his road*.

*Possessive Case, and Apposition.*

**RULE III.**—When two substantives come together, signifying *different* things, the former is put in the *possessive case*; as, *My FATHER's hat*. If the substantives signify the *same* thing, they are said to be in *apposition*, and are in the *same* case; as, *William the Conqueror*.

## OBSERVATIONS.

1. The *Possessive Case* is often expressed by the *objective* with the preposition *of*; as, *the AUTHOR's work*, or, *the work OF THE AUTHOR*. But the pre-

position *of*, joined to a substantive, is not always equivalent to the *possessive case*; as we can say, *a CROWN OF GOLD*; but we cannot say *GOLD'S CROWN*. As a

general rule, the possessive form is used with *persons*, or *things* spoken of as *persons*. (See Observation 4, page 13.)

2. When the name of the possessor is a compound word, or when the thing possessed belongs to *two or more* possessives conjointly, the sign of the possessive case is attached only to the last-mentioned noun; as, *Julius CÆsar's Gallic wars*; *John, James, and WILLIAM's book*. If other nouns intervene, or if the thing possessed is the separate property of *two or more* individuals expressed, the sign of the possession is put after *each* noun; as, *We have the JUDGE's, JUZY's, and COUNSEL's opinion*; meaning the opinion of *each* one.

3. When we wish to avoid a hissing or disagreeable sound, the possessive case may be better turned into the objective case, with the preposition *of*.

4. When the name of the possessor consists of *two or three* terms, the sign of the possessive is joined only to the last; as, *Paul the APOSTLE's epistles*.

5. Should the *name* and *occupation* of a person be placed *possessively*, the apostrophe and *s* are annexed to the name only; as, *I lived at Mr. Brown's, the doctor*. The governing word is understood; as, *I live at Mr. Brown's (house)*, the doctor. If the governing noun is expressed after the occupation, then we affix the possessive sign to the occupation; as, *He lived at Mr. Smith, the bookseller and STATIONER's shop*.

6. Little explanatory circumstances should not be inserted between a possessive case and the word which usually

follows it; as, *They blamed the farmer's, as they called him, foolish attempt*. It should be, *They blamed the foolish attempt of the farmer, as they called him*.

7. It has been said that the objective case with *of* is often used instead of the possessive form; but we must avoid the too frequent recurrence of the particle *of*; as, *I met the son of the brother of my wife*. This should be, *I met the son of my wife's brother*. (See Observation 6, page 13.)

8. In some cases, we may use the *genitive* termination and the *proposition*. This form is used to express *one of a number* belonging to the possessive; as, *He is a friend of my FATHER's*; implying one of the friends of my father. This form is sometimes necessary to give the idea of property. For example, *The picture of my FATHER's*, and *The picture of my FATHER*, suggest different ideas. The former implies the *property* of my father. The sentence would be better expressed by, *The picture belonging to my father*.

9. As *participles* are often used for *nouns*, we may put the *nouns* and *pronouns* upon which they depend in the possessive case; as, *The great noise was attributable to the CANNON's being placed on ice*. *Much depends on the PUPIL's composing frequently*.

10. Nouns are said to be in *apposition*, when they are in the *same* case; and when *possessives* are in *apposition*, the *s* and the *apostrophe* are used with only one of them; as, *I have read a work of MILTON's, the poet*.

### Objective Case.

**RULE IV.**—The Objective Case follows *verbs* and *prepositions*; as, *John told WILLIAM*, and *William was told by ME*. In their natural order, the *objective* follows the word that governs it.

### OBSERVATIONS.

1. Transitive verbs, in the active voice, govern *nouns* and *pronouns* in the objective case. Intransitive verbs do not govern the objective, except when the noun is of the *same sense* as the verb; as, *Live a LIFE*; or when the intransitive verb is used *transitively*; as, *Run the HORSES down the hill*. *Life* and *horse* are in the objective. The verbs in this case assume a transitive form.

2. Two objective cases follow verbs meaning to *ask*, *allow*, *lend*, *give*, *tell*, *send*, *pay*, *present*, *promise*, *teach*, &c.,—one of the persons, which is called the indi-

rect objective, and the latter the direct, a preposition being understood.—(Chambers.) After many of these verbs, a preposition is understood; as, *ask (of) HIM his opinion*.

3. Some few passive verbs signifying *asking*, *telling*, *teaching*, *granting*, *refusing*, *paying*, *promising*, *offering*, &c., are followed by an objective; as, *He was asked HIS OPINION*. This mode of expression is not recommended. It would be better to say, *An opinion was asked of him*.

4. The objective case follows *let*,

whether used as an *auxiliary* or a *principal verb*. We frequently hear the ungrammatical sentence, *Let you and I go*, instead of, *Let you and me go*.

5. Nouns of *time, space, and measurement*, are used in the *objective* without a preposition; as, *He walked a MILE*.—(*Allen.*) The *preposition* is evidently understood: *He walked FOR, or THROUGH the space of a mile.*

6. We find some writers put the *objective case* after *neuter verbs*; but this custom should not be adopted, as it is contrary to the genius of the English language. *REPENTING him*,—*to ENLARGE themselves on the subject*, are wrong expressions. The *objectives* in these sentences should be left out.

### SYNTAX OF ADJECTIVES.

**RULE V.**—Every adjective refers to some noun *expressed or understood*, and agrees with it in *gender, number, and case*; as, *A GOOD man, GOOD women. His own (people) received him not.*

### OBSERVATIONS.

1. Frequently the noun is understood in the sentence, and in that case, the *adjective* may be called the *adjective absolute*; as, *The WICKED are miserable*. The word *wicked* may be called the *adjective absolute*.

2. The distributive adjectives *each, every, either, and neither*, referring to nouns in the *singular* only, require the verb to be *singular*; as, *EACH boy does his task correctly*. It must be observed that *each, every, either, and neither*, are of the *third person singular*, and require the verb and pronoun to agree with them in that person: *EACH of the men is cruel to HIS servants; Let no one tell HIS neighbour*. (See Observation 4 on the Distributive Adjectives, in the Etymology of Adjectives, page 15.)

3. The adjective, in the English language, is not inflected in *gender, number, or case*, as in other languages; but the *demonstrative adjectives* are inflected, and must agree in *number* with the nouns to which they refer; as, *THIS kind, THESE kinds, THAT sort, THOSE sorts*. When the above-mentioned adjectives are contrasted, *this* or *these* will represent the *latter* of the two preceding terms, and *that* or *those* the *former*.

4. Care should be taken, in placing the adjective, to show *which noun* it is intended to *qualify*. There is a difference in the sentences, *A pair of NEW gloves, and A NEW pair of gloves*. In the former example, we learn that the *gloves* are *new*, and in the second, that the *pair* is *new*.

5. Adjectives should not be used as *adverbs*, nor adverbs as *adjectives*. The adjective is used when the *quality of a noun* is indicated; but an adverb is used when the *manner of a verb* is shown; as,

*He feels WARM*, implies he is in a *warm state*; and *he feels WARMLY (acutely)* on the *subject*.

6. Latham says that the adjective *like* is the only one that governs a case; as, *He is LIKE him*. The preposition *to* seems to be understood.

7. The adjective *such* is joined to nouns, and the adverb *so* to adjectives, verbs, or adverbs. *Most, few, both, and several*, agree with *plural nouns*. *More* is used alone, or may have reference to *either number*. *All* may qualify either a *singular or plural substantive*, according as it refers to *number or quantity*. *Many* is used with a *singular noun* whenever the article *a* or *an* comes between; as, *Many a soldier WAS killed*. *Which and what*, used as *adjectives*, qualify nouns in *both numbers*.

8. The adjective generally *precedes* the noun. In the following sentences, the adjective may be placed after—

I. In technical expressions; as, *A notary public*.

II. When applied to persons by way of title or pre-eminence; as, *Leo the wise*.

III. When the adjective is preceded by an adverb; as, *The Creator is infinitely wise*.

IV. In poetry; as, *A man severe he was*.—Goldsmith.

9. Cobbett, in his *Letters on Grammar*, among other judicious remarks, advises rather a *sparing* than a *liberal* use of adjectives, and cautions young composers against the use of such adjectives as are improper to be applied to certain nouns; as, *good virtues, painful tooth-aches*.

### Comparison of Adjectives.

**RULE VI.**—When two objects are compared, the comparative should be used ; as, *That is the FINER of the two.* The superlative is employed when more than two are compared ; as, *That is the FINEST tree of the whole forest.*

### OBSERVATIONS.

1. If we wish to compare a person or thing with others of that kind or class, either the superlative, or the comparative with the word *other*, may be used ; as, *Cicero was the FINEST orator of the Latines*, or, *Cicero was FINER than all the OTHER Latin orators.* If we compare persons or things of different classes, the superlative alone can be used ; as, *The apple is the FINEST of all English fruits.*

2. When there is a selection from two of the *same class*, the comparative is followed by *of* ; as, *He is the stronger of the two*; but when a contrast of two objects of *different classes* is intended, the comparative is followed by *than* ; as, *The French were BRAVER THAN the Russians.*

3. Care should be taken in the comparison of adjectives to show there is congruity or fitness in the things compared. For example, it would be a bad style of composition to say, *That man is wiser than he is tall or rich.* Such comparison is nonsense.—*Cobbett.*

4. In making a comparison, the latter term should not include the *former* ; as if I say, *Platinum is harder than ALL the metals*, I should infer that platinum was not a metal. The word *other* should be inserted : *harder than all the OTHER metals.* A different arrangement is

made when the superlative is employed ; for the latter term of comparison should never exclude the *former* ; as, *A too great esteem of self is of all OTHER faults the most ridiculous.* The word *other* should be left out.

5. Double comparatives and superlatives should be avoided ; as, *The WORSE conduct* ; it should be, *The WORSE conduct.* (See Observation 4 on Adjectives, page 17.)

6. There are some *simple* adjectives that have a comparative or superlative signification, such as — *chief*, *extreme*, *right*, *round*, *perfect*, *superior*, *universal*, &c. We should not say, *MOST perfect*, *MOST right*. *MORE extreme* would likewise be improper. We should avoid using any qualifying words to adjectives of this class. It would be wrong to say, *so universal*, *LESS perfect*. The phrases should be, *so general*, *not perfect*. (See Observation 11, page 17.)

7. When we have a sentence formed with comparative adjectives connected by *conjunctions*, it will be better to put the simplest first ; as, *He is BETTER and MORE ATTENTIVE than his brother.*

8. The comparative adjective and the word *other* require *than* after them, and such requires *as* ; as, *Larger THAN his*; such as *I said.* (See Observation 7, page 53.)

### SYNTAX OF PRONOUNS.

**RULE VII.**—Pronouns agree with the words which they represent in *gender*, *number*, and *person* ; as, *The SOLDIER has returned, and HE is honoured for HIS courage.*

### OBSERVATIONS.

1. Every relative has an *antecedent* expressed or understood. When a part of a sentence is the antecedent, the pronoun must be in the neuter gender ; and if the pronoun has two or more antecedents, connected by *and*, it must agree with them in the *plural* number ; as, *John and Thomas wrote when THEY*

*pleased.* There are three exceptions to this rule :—

(1) When the antecedents, connected by *and*, describe *one* person or thing ; as, *This man AND hero was beloved by his friends.*

(2) If the antecedents are emphatically distinguished, they belong to dif-

ferent propositions; as, *The soldier, AND NOT the policeman, was in fault.*

(3) When the *antecedents* are preceded by the adjective *each* or *every*, they are taken separately, and the verb is put in the singular; as, *EVERY man and EVERY woman was destroyed.* (See Observation 4, page 16.)

2. If a pronoun has two or more antecedents, connected by *or* or *nor*, the pronoun, as well as the verb, must be singular; as, *Charles OR John INTENDS to do as HE is told.*

3. Care must be taken to use the demonstrative plural adjectives *these* and *those* before nouns, and not the *personal pronouns*; as, *Give me THESE books, not THEM books.* Pronouns are put instead of nouns, and not before nouns. (See Observation 5, page 15.)

4. When we have a *personal pronoun* after *than* and *as*, we must bear in mind that the pronoun is not governed by the conjunction, but is either the *nominative case* to a *verb* understood, or the *objective* governed by a *verb* or *preposition* understood. For example, *My brother is taller than HE*, is right, as it means *than he is*. The sentences, *They loved him more than ME*, and *They loved him more than I*, are both correct, but have different meanings. The former means, *They loved him more than (THEY LOVED) me*; and the latter signifies, *They loved him more than I (LOVE HIM).* As an exception to this, we may add that the word *than* preceding the relative *who*, requires the objective; as, *He is a friend than WHOM I never met a more worthy character.*

5. In sentences with *personal nouns* of different persons, the *first person* should be placed after *all*, but the *second* before the *last*; as, *He and I did it. You and HE know it.* (See Observation 8, page 20.)

6. The *relative* should generally be placed *next* to its *antecedent*, to prevent

ambiguity. If I said, *The soldier killed a man in a duel who never offended his colonel*, there is ambiguity. The sentence should be, *The soldier WHO never offended his colonel killed a man in a duel.* 7. Care should be taken not to use the pronoun *who* to represent a *name*, which is merely a *word*, as the meaning will be ambiguous; as, *The reign of George IV., WHO was another name for extravagance and luxury, is wrong*; it should be, *The reign of George IV., WHOSE name was but another word for extravagance and luxury.*

8. We sometimes find the *relative* improperly omitted; as, *He is a man I greatly respect*: it should be, *He is a man WHOM I greatly respect.*

9. When the *relative* refers to a *noun of multitude*, it is better, in most cases, to use *that*. *The family WHOM I visited*, would be better expressed by saying, *The family THAT I visited.* When the *noun* is strictly *neuter*, the *pronoun* which may be used; as, *The meeting WHICH was large.*

10. In the application of the *pronoun who*, care should be taken to avoid ambiguity as to the meaning of the speaker. For example, *I am the captain who give the command, and I am the captain who gives the command*, are both correct, but with *different meanings*. In the former sentence the *antecedent* to *who* is *I*, and in the second, the *antecedent* is *captain*. It would be better in the former sentence to say, *I, who give the command, am the captain.*

11. We find the *neuter pronoun it* applied to *nouns or pronouns* of any *gender, number, and person*; as, *It is John; It is I; It is they.* This license in the use of *it* (if it be proper to admit it at all, as Murray says) has been abused in the following sentence: *It is wonderful the very few accidents which happen from this practice.*

### SYNTAX OF VERBS.

**RULE VIII.**—A verb agrees with its *nominative case* in *number* and *person*. When *active*, it governs *nouns* and *pronouns* in the *objective case*, and one *verb* governs another that follows it, or depends upon it, in the *infinitive mood*.

### OBSERVATIONS.

1. The verbs *need* and *dare* are sometimes found without the *s* in the *third person singular*; as, *He NEED not go. She DARE not come.*—Allen and Cornwall.

2. The verb *to be* and some *passive verbs*, especially verbs of *naming*, have the *same case* after them as they have before them; as, *I am HE of whom they spoke. ALEXANDER and CESAR were*

great conquerors. *I took it to be him.* Some *intransitives* follow the same rule; as, *He died a good man.*

3. A verb that implies *contingency* or *futurity*, preceded by a *conjunction*, is placed in the *subjunctive*; as, *If he be there to-morrow, tell him I shall come.* When a sentence is simply *declarative*, or, in other words, when an *ellipsis* such as *shall* or *should* cannot be supplied, the *indicative* form should be used. For example, if I say, *If it rains, I will not go out*, I mean that if it is raining at the present time; but if I say, *If it rain, I shall not go out*, futurity is implied, and the word *should* is understood: *If it should rain, &c.*

4. The *conjunctions* *lest* and *that* after verbs in the *imperative*, and *if* with *but* following it, when *futurity* is denoted, are followed by the *subjunctive*; as, *Shun bad company, lest you be contaminated. Avoid gambling, that you may not lose your peace of mind. If a pupil but uses his best efforts, he will improve.*

5. The *conjunctions* that generally govern the *subjunctive* are, *if*, *that*, *though*, *lest*, *till*, *except*, *provided*, *whether*, &c. The adverb *ere* or *before*, and

the compounds *whoever* and *however*, also govern the *subjunctive*.

6. The word *to* is the sign of the *infinitive mood*; but this particle is not used after the verbs *bid*, *dare*, *need*, *make*, *see*, *hear*, *feel*, *let*, *perceive*, *behold*, *observe*, *have*, and *know*. In the *passive* of these verbs, except *let*, the sign to is generally prefixed; as, *He was made to go.* When the verb *to have* is a *principal verb*, and the word *dare* is used actively, the word *to* follows it; as, *He has to pay. He dares him to do it.*

7. The *infinitive* may be governed by a *noun* or an *adjective*, and is even sometimes put absolutely; as, *It is his duty to pay respect. It is pleasing to me it.* To *TELL* you the truth, I cannot respect him. In *infinitives* used *absolutely*, it is better to consider the expression as *elliptical*; as, *To tell you the truth, may be understood as If YOU WILL ALLOW ME to tell you the truth.*

8. Sometimes the *present participle* may be used instead of the *infinitive mood*; as, *I heard him READ; or, I heard him READING.* This change is generally made after the verbs *begin*, *feel*, *hear*, *behold*, *observe*, *perceive*, *see*, *watch*.

N.B.—The Observations under Rule II. are applicable to this Rule.

### Tenses.

**RULE IX.**—In the use of *verbs*, and *words* that in point of time relate to each other, the *order* and *consistency* of time must be observed; as, *I have known him more than twenty years*, and not *I know him more than twenty years*.

### OBSERVATIONS.

1. In the use of *tenses* we must take care to employ such *time* as clearly conveys the sense. If we say, *After I READ the book I took a walk*, the sentence is incorrect: it should be, *After I HAD READ*, because the event implied by the word *read* was complete before the other past action, *took a walk*.

2. After the *past tense*, the *present infinitive*, and not the *perfect*, should be used. It is very common to hear the following error: *I intended to HAVE WRITTEN*, instead of, *I intended to WRITE*. How long soever it is since I *intended*, the intention to *write* was then *present* to me, and must be taken as *present* when I refer to that time and the thought of it. Cobbett says: "Consider well what you mean, and what you wish to say, and you will never make a mistake as to the *times* of verbs." It is right to ob-

serve that the defective verb *ought*, when in the *past tense*, requires the *perfect of the infinitive*; as, *He ought to HAVE DONE it.* This is the only way to distinguish the *past* from the *present* of this verb.

3. Be careful not to use the word *had*, signifying possession, for *would*, or *will* for *may*; as,

*I HAD rather not do it.*

*Be that as it WILL.*

Correctly—*I WOULD rather not do it.*

*Be that as it MAY.*

4. To express a circumstance that is always true, the *present* is used, and not the *past*; as, *Honesty is the best policy. Virtue is amiable.* It would be wrong to say, *WAS the best policy*, unless we wish to denote some *particular time past*.

5. To represent a *past* or *future* action more vividly, the *present tense* is frequently used in the sense of a *past* or a *fu-*

ture; as, *The general SUMMONS his soldiers and MARCHES directly to the attack.* The present is frequently used in narration, and is called the *historical present*. We frequently hear the present used for the future in familiar phrases; as, *To-morrow is the twelfth. He goes on Monday next.*

6. We must avoid using an ellipsis of the *past auxiliary* in compound sentences, when the sentence is incomplete, or when no *precise* meaning can be conveyed without the remainder of the auxiliary form; as, *This boy HAS and WILL BE again punished.* The sen-

tence should be, *HAS BEEN and WILL BE.* It may be here remarked, that an *ellipsis*, which, in grammar, means an omission of words, should never be used when there is an *ambiguity* implied by the omission of those words; as, *We are apt to love WHO love us, should be, We are apt to love THOSE WHO love us.* The *ellipsis* is very useful when appropriate, as it avoids disagreeable repetitions of words; as, *He is a good man, he is a wise man, he is a learned man, may be expressed in the following manner: He is a good, wise, and learned man.*

### SYNTAX OF PARTICIPLES.

**RULE X.**—Participles of *active verbs* govern the *objective case*; as, *I am tired of HEARING THEM. HAVING REBUKED HIM, he sent him away.*

#### OBSERVATIONS.

1. When the *present participle* is preceded by a or the, it cannot govern an object after it, but requires the preposition of, and then the participle becomes a noun. As a participle, we may say, *By EXERCISING the body*; but if we use the article the, we make a verbal noun of the participle, and the preposition must be added; thus, *By THE EXERCISING OF the body. Much depends on the observing this rule, should be, Much depends on THE observing OF this rule.*

2. The *participle* is sometimes used absolutely; as, *SPAKING candidly, I do not approve of it.*

3. The *perfect participle* and *past*

*tense of a verb* are sometimes different in the form, and care should be taken not to use the *latter* for the *former*. The *past participle* is used after the verbs *be* and *have*; as, *He had WRITTEN his letter, not, He had WROTE his letter.* Care must be observed to use the proper *auxiliary* with the *participle*; as, *I HAVE come, he HAS risen, they HAVE fallen, should be, I AM come, he IS risen, they ARE fallen.*

4. In writing, we sometimes find the *ed* improperly contracted by changing *ed* into *t*; as, *This has SURFACt my expectation.—He is much DISTRESt.* The words should be *surpassed, distressed.*

### SYNTAX OF ADVERBS.

**RULE XI.**—Adverbs have no government of *case* or *tense*, but require to be placed in that part of the sentence which will render the meaning the most clear and the sound most agreeable.

#### OBSERVATIONS.

1. No definite rule can be given for the placing of *adverbs* in a sentence; but they generally go before the *adjective modified* by them, and after *verbs modified* by them, and frequently between the *auxiliary* and the *verb*; as, *He is VERY useful, works WELL, and is MUCH respected.*

2. The *adverb* is seldom put between the *object* and the *verb*; as, *He said his lesson WELL; not, He said WELL his*

*lesson.* If great emphasis is intended, or if a whole sentence is qualified, the *adverb* is often put first; as, *NEVER shall I commit, is more emphatic than if I said, I shall NEVER commit. GENERALLY, he is very attentive: the adverb generally qualifies the whole sentence, and may be put first. If you ask a question with *how, when, where, why*, the adverbs are the *first* in the sentence: *How long is it? WHEN do you go?* The*

adverbs *never*, *sometimes*, *always*, *often*, generally go *before* the verb they qualify ; as, *He sometimes reads a book to me*. These adverbs follow the verb in sentences with the verb *to be* : *He is always late*. The adverb *enough* is placed after the adjective it modifies ; as, *A room large enough*.

3. Care should be taken in placing the adverb *only* : when it qualifies a noun or pronoun, it is placed *after* it ; and when it *only* qualifies the verb, adjective, or adverb, it is placed *before* ; as, *To Thomas only did I give the book, and he only has to account for it*. *The master is only severe, not passionate*. Sometimes *only* is an adjective : *An only son*.

4. Many of the adverbs are frequently used improperly. For example, the equivalent for *HERE* is, *in this place*, and *THERE*, *in that place*; *HITHER*, *to this place*, and *THITHER*, *to that place*. From this explanation, it is evident that the expressions *come HERE*, and *go THERE*, are ungrammatical ; for the sentences should be, *come HITHER*, *go THITHER*. But *here*, *there*, and *where*, are now generally put for *hither*, &c. ; for, as some writers say, such expressions as *come here*, &c., are *stereotyped* faults in our language, and, from general custom, must be allowed as correct. In solemn language, and in poetry, *hither*, &c., are frequently used after verbs of motion.

5. Care should be taken to ascertain whether an *adjective* or *adverb* is required in a sentence. The former qualifies a *noun* and the latter a *verb*, and the student should carefully attend to the definitions of these parts of speech. If we speak of the *quality*, the *adjective* should be used ; if of the *manner*, the *adverb*. The following sentence will illustrate the meaning : *I stood FIRM to my post, and I maintained my post FIRMLY*.

6. An adverb should not be used in a sentence in which the sense would be

better expressed by a *preposition* and a *relative pronoun* ; as, *A sentence of death, WHERE justice is concerned*. *Where* would be better expressed by *in which* ; as, *IN WHICH justice is concerned* ; for the word *where* mostly means *at which place*.

7. Avoid the expressions *from where*, *from there*, *to here*, *from far*, *since when*, *since then*, *till now* : the best prose writers would say *from which place*, &c. The adverbial phrases *at once*, *by far*, *from hence*, *from thence*, *from whence*, are allowable.

8. The adverb *no* should be not when used with a *verb* or *participle* ; as, *Whether he will or not*. Do not say *Whether he will or no*. When *no* is prefixed to a *noun*, it is an *adjective* ; as, *No man saw me*. *No* is likewise an *adverb of degree* when placed before a comparative adjective ; as, *He is no better*.

9. The adverbs *ever* and *never* are opposed in sense, and yet we frequently find them misspelled ; as, *Seldom or never*, should be, *Seldom or NEVER*, or *Seldom if NEVER*. The adverb *ere*, meaning *before*, should not be written *e'er*, which is the contraction of *ever*.

10. Two *negatives* in English are equivalent to an *affirmation*. The expression, *The sentence is not ungrammatical*, means that it is *grammatical*. Although the *negative*, as in this case, sometimes forms a pleasing variety in our language, when *one* of the *negatives* forms part of another word, yet we cannot allow this form when the two *negatives* are separate words ; as, *He could not by NO means allow it*, should be, *He could not by ANY means allow it*.

11. We have many *adverbial phrases* in English consisting of a *preposition* and a *noun*, which in combination perform the functions of an *adverb* : *IN TIME*, *for finally* ; *AT LENGTH*, *for lastly*, are examples of *adverbial phrases*. (See Observation 2, page 47.)

## SYNTAX OF PREPOSITIONS.

**RULE XII.**—Prepositions govern *nouns* and *pronouns* in the *objective case*. As a general rule, the preposition should be placed *before* the *relative* which it governs.

## OBSERVATIONS.

1. We sometimes find the prepositions *to* and *for* understood ; as, *Give me that book*,—that is, *Give that book to me*. In the same way other prepositions are sometimes understood before nouns de-

noting *time*, *space*, or *dimension* ; as, *Once a day*, means *once DURING the day*. *He walked four miles*,—that is, *THROUGH, or FOR THE SPACE OF, four miles*.

2. In familiar conversation, a prepo-

sition governing a *relative* or an *interrogative pronoun* is sometimes separated from its *object*, and placed at the end of the question; as, *Whom did he write to?* But it is better to place the preposition *before* the pronoun; as, *To whom did he write?*

3. Different relations and different senses must be expressed by different prepositions; or, in other words, certain phrases require *particular* prepositions. We say, *differing from* and *similar to*. The addition of a *different preposition* frequently changes the meaning of a sentence. When we say, *He is disappointed in a thing*, it means before possession. *He is disappointed in a thing*, means it does not answer his expectations. A sentence may be formed with *two separate prepositions* which have a joint reference to the *same noun*; as, *He boasted of, and contended for, the honour*. Grammarians advise this style to be avoided, as being ungraceful. It

is better to say, *He boasted of the honour, and contended for it*. The prepositions subjoined to *nouns* are generally the same that are subjoined to the *verbs* from which the nouns are derived; as, *A compliance with*, and *to comply with*.

4. The accurate and appropriate use of the *preposition* is of great importance; and in page 75 we have given a list of *prepositions* used after certain words. For the present, it will be as well to mention the following:—

*Into* follows *verbs of motion*.

*In* is used before the names of *countries*, *cities*, *streets*, and after *verbs denoting rest*.

*At* is used after the words *to touch*, *arrive*, *land*.

*At* is also used before the names of *villages*, *single houses*, *towns*, and *foreign cities*.

*Between* is applied to *two persons or things*.

*Among* to *more than two*.

### SYNTAX OF CONJUNCTIONS.

**RULE XIII.**—Conjunctions connect *nouns* and *pronouns* in the *same case*, and *verbs* in the *same mood* and *tense*. Some conjunctions require the *indicative*, and some the *subjunctive* after them.

### OBSERVATIONS.

1. Although the rule tells us that conjunctions connect *verbs* in the *same tense*; yet we must understand that they do so *only* when the two *verbs* are similarly situated with respect to *time* and *circumstance*: *He told him to do it, and he did it*. In the following sentence we shall find that conjunctions do not connect the *same case*: *God is, and was, and always will be*.

2. Conjunctions connect *adverbs* and *adjectives*, besides *nouns* and *pronouns*; as, *We acted wisely AND judiciously*; and in this case we were *wise AND judicious*. When there are *several nouns* or *adjectives*, the conjunction is generally prefixed to the *last* of the nouns, &c.; as, *He is a wise, good, virtuous, AND excellent man*.

3. If the *verbs* are in different moods and tenses, the nominative (when a *copulative conjunction* precedes) is generally repeated; but if the nominative is preceded by a *disjunctive conjunction*, expressed or understood, the nominative should *always* be repeated; as, *He lives temperately, and (HE) should live tem-*

*perately*. It is better to repeat *he*. In the sentence, *He loves his parents, though HE gives them great anxiety*, *HE* must be repeated. When the sentence is *interrogative* or *emphatical*, the nominative is repeated; as, *Do you live temperately, and can you prove it?*

4. Most grammarians admit that the conjunction *than* governs the *relative* in the *objective case*; as, *Alfred, THAN WHOM a greater king never lived*. This is evidently an error that has crept into the language, arising from the supposition that *than* is a *preposition*. (See Objection 4, page 57.)

5. The conjunction *that*, when it means *in order that*, should not be omitted in a sentence; as, *I am desirous (that) you should do it*. We omit that after *verbs of telling, hearing, knowing*, and the like, when the clause stands as an *objective* to the *verb*; as, *He knows he might do it*.—Allen.

6. The form of the *verb* called the *subjunctive mood* should be used only when *doubt* is *implied* regarding a *future action*. There is an *ellipsis* in this case,

such as *will* or *should*; but if this *ellipsis* cannot be supplied, the verb is then in the *indicative*; as, *If you are good, tell me what you have done*. No *ellipsis*, as present time is signified. *If you (should) be good, I shall take you with me*. *If you be* implies futurity. (See Observation 3, page 58.)

7. Do not use *if* for *whether*, or *as* for *that*. The following sentences are

wrong: *Inquire if he is there or not. Not as I know*. The sentences should be, *Inquire WHETHER he is there or not. Not THAT I know*.

8. Certain *conjunctions* are followed by corresponding *conjunctions*. (For the list of the *correlative conjunctions*, as they are sometimes called, see Etymology of *Conjunctions*, page 40, note 7.)

### SYNTAX OF INTERJECTIONS.

**RULE XIV.**—Interjections are generally joined with the *pronoun* of the *first person* in the *objective case*, and with the *pronoun* of the *second person* in the *nominative case*; as, *Ah me! O thou foolish man!*

### OBSERVATIONS.

1. The interjection does not affect the construction in sentences, for an interjection stands alone; as, *Ah! is that you?*

2. The *objective case* after an interjection is governed by a *preposition* understood: *Ah me! Woe is me!* The *ellipsis* supplied is, *At (for) me! Woe is (to) me!* An *ellipsis* of the interjection is sometimes used in sentences; as, *Oh! pity and shame, for, Oh pity! Oh shame!*

3. The interjection *O* is used for *wishing, exclaining, or addressing*. *Oh!* is used to express *pain, surprise, or sorrow*. *Oh* is often followed by *for*, implying a *wish for anything*; as,

*Oh! for the balmy breath of spring!—*  
(Allen.)

(Consult Observations 3 and 4, page 50.)

### PART IV.—PROSODY.

PROSODY teaches the *true Pronunciation of Words*, and comprises *Accent*, *Quantity*, *Emphasis*, *Pause*, and *Tone*, and the *Laws of Versification*.

*Accent* is the laying of a *greater force or stress* of the voice on *one syllable* of the word than on *another*; as, *presUME*; the stress is on the second syllable, *sume*.

The *Quantity* of a syllable is the time which is occupied in pronouncing it. *Quantity* is either *LONG* or *SHORT*; as, *feature, bōnnēt*.

By *Emphasis* is meant a remarkable *stress* upon some *particular word* or *words* in a sentence, to distinguish them from the rest, and thus, more clearly, to convey the idea intended by the writer or speaker; as, *Do you tell HIM or ME?*

A *Pause*, or, as it is sometimes called, a *Rest*, is either a *total cessation* or a *short suspension* of the voice, to enable the writer or speaker to

take breath ; as, *Reading makes a full man, conversation—a ready man, and writing—a correct man.*

*Tone, or Intonation, is the particular modulation or change of the voice when speaking or reading, suited to the sense ; as, How bright the stars are to-night !*

*Accent and Quantity refer to the pronunciation of words ; Emphasis and Pause respect the true signification of the sentence ; and Tone refers to the feelings of the speaker.*

Some words are accented on the *first* syllable, others on the *second* or *third* ; and this difference of the accent is often of great value in distinguishing the *noun* from the *verb* ; as, *My cÓLLEAGUES seem to COLLEAGUE against me.*

The following is a *list* of some of the words, showing the difference between *noun* and *verb* by accent :—

absent	absént	éxtract	extráct
abstract	abstráct	férrment	fermént
accent	accént	fréquent	frequént
áfix	áffix	ímport	impórt
áugment	augmént	íncense	incénsé
cóllèague	colléague	ínsult	insúlt
cómپact	compáct	óbject	objéct
cómپound	compóund	pérfume	perfúme
cómpress	compréss	pérmit	permít
cóncert	concért	préfix	prefix
cóncrète	concréte	prémise	premíse
cónduct	condúct	préssage	preságe
cónfine	confíne	présent	présént
cóntents	conténts	próduce	produçé
cónflict	conflict	próject	projéct
cónserve	consérvé	prótest	protést
cónsort	consórt	rébel	rebéł
cóntract	contráct	récord	recórd
cóntrast	contrást	réfuse	refúse
cónverse	convérse	subiect	subjéct
cónvert	convért	survey	survéy
désert	desért	tórmént	tormént
déscent	descént	tránsfer	transfér
éssay	essáy	tránsport	transpórt
éxport	expórt		

Our English hath what is comely and euphonical in each of these, without any of the inconveniences of other European languages.—*Wilkins.*

## Versification.

VERSIFICATION, or *Verse-making*, is the art of placing words of *certain length* in *regular* lines, and according to *certain* laws, in order that the ear may be pleased by the musical arrangement of the composition.

*Prose Language* is not restrained to harmonize sounds within a certain number of syllables.

*Poetry*, or *Verse*, differs in its construction from *prose*, principally in requiring a more measured arrangement of words; and consists of *long* and *short* syllables in every line.

VERSE is of two kinds—*Rhyme* and *Blank* verse. When the *last* syllable of *every two* lines has the same sound, it is called *rhyme*; but, when the *last* syllable of the *two* lines has *not* the same sound, the poetry is called *blank verse*.

## OBSERVATIONS.

1. The word *Prosody* is derived from *προς*, with or *along with*, and *ῳδη*, an *ode* or *song*, and may be defined as *Melody*, or as “*Words put to music*.” The first poets sang their own verses; and hence the beginning of what we call *versification*, or words arranged in a more artful order than *prose*, so as to be conformed to some tune or melody.—*Blair*.

2. In our language, every word of *more* than one syllable has *one* of the syllables accented. Sometimes there may be *two* accents on a word: the one may be called *principal*, the other *secondary*. The *principal* one is that accent which necessarily distinguishes *one* syllable in a word from the rest. The *secondary* accent is that slight stress which is occasionally placed upon another syllable, besides that which has the *principal* accent; as, in the word *repartee*, the *principal* accent is on the *last* syllable, but the *first* has a slight stress, and may be called the syllable with the *secondary* accent.

3. *Emphasis*—from *εμφανω*, *to make known*—may be called the *life* of *pronunciation*. Without it, a discourse will not only be rendered *heavy* and *lifeless*; but the meaning will often be ambiguous. *Emphasis* is not confined to *single* syllables, but may be employed in the enumeration of *words*, or *sentences*, or *paragraphs*.

4. As matter is said to have three dimensions, *length*, *breadth*, and *height* or *thickness*; so, by a fanciful analogy, the same attributes have been applied to the human voice.

Quantity	will represent	Length.
Emphasis	“	Breadth.
Accent	“	Height or
		Depth.”— <i>Chambers</i> .

5. A single line is called a *verse*. A *couplet* is rhyme of two lines; and three lines, ending with the same sound, is called a *triplet*. The parts, into which a *verse* is divided, are called *feet*; so called from the resemblance which the movement of the tongue in *reading* bears to the motion of the feet in *walking*.—(*Lennius*.) *Scanning* is the measuring or dividing of a *verse* into its several *feet*, in order to ascertain whether the *quantity* and *words* are agreeable to the rules of metre.

6. All *feet* used in poetry consist either of *two* or *three* syllables, and are reducible to *eight* kinds; *four* of *two* syllables, and *four* of *three*; as follows:—

- DISSYLLABLES.
- 1. An *Iambus*; as, *delight*.
- 2. A *Trochee*; as, *moun<sup>th</sup>er*.
- 3. A *Spondee*; as, *pâle-mâon*.
- 4. A *Pyrrhic*; as, *on the (form)*.

### TRISYLLABLES.

- 1. A *Dactyle*; as, *lâbou<sup>r</sup>er*.
- 2. *Amphibrach*; as, *delightful*.
- 3. *Anapæst*; as, *acquâice*.
- 4. *Tribrach*; as, *(com)fîrtably*.

7. The *feet*, in common use, are *Iambic*, *Trochaic*, and *Anapæst*. The application of certain words in poetry, contrary to the ordinary rules of grammar, is called *poetical license*. For examples of the different kinds of *verse*, see page 72.

## Punctuation.

PUNCTUATION is the art of dividing written composition into *sentences*, or *parts of sentences*, by *points* or *stops*, which show the length of each pause, and which serve to make the *meaning* of the *sentence* more distinct.

The stops used in English are—

The Comma,	marked	,	The Dash,	marked	—
The Semicolon	"	;	The Note of Interrogation	?	
The Colon	"	:	The Note of Exclamation	!	
The Period	"	.	The Parenthesis	( )	

### THE COMMA.

The COMMA separates those parts of a sentence which, though very closely connected in sense, require a *pause* between them.

The COMMA separates the *shortest pause*; the SEMICOLON a *pause longer than the Comma*; the COLON longer than the Semicolon; and the PERIOD longer than the Colon.

### OBSERVATIONS.

1. When a *simple sentence* is short, it admits only a period at the end; as, *Virtuous men are the most happy*. If the sentence is *long*, and the *subject* of the verb consists of a number of words, a comma must be placed before the verb; as, *To be careless of one's reputation, is a defect of character*.

2. The simple members of a *compound sentence* are separated by commas, and persons in a *direct address* are separated from the rest of the sentence, by commas; as, *When I tell you the truth, you should believe me. My son, do what I tell you*. If the members of the sentence are *closely connected*, the comma, then, is unnecessary; as, *There is a certain pleasure in valuing time*.

3. Two words of the *same part* of speech, whether nouns, *adjectives*, verbs, *participles*, or *adverbs*, do not admit of a comma between them, when they are connected by a *conjunction*; as, *Charles and John were there at the time*. If the conjunction is not expressed, a comma is inserted in its place: *He was a good, honest man*. If the *adjectives* do not express *distinct qualities* of the noun, the comma is not placed; as, *a DARK BLUE waistcoat*.

4. Three or four *nouns*, *adjectives*, *verbs*, *participles*, or *adverbs*, with or without a conjunction, are separated by commas; as, *Latin, Greek, French, and English, are useful languages*. When the words follow each other in pairs, there is a comma between each pair; as, *Interest and ambition, honour and shame, friendship and enmity, gratitude and revenge, form the chief motives of human action*.

5. All *explanatory phrases*, whether in the *beginning*, *middle*, or *end* of a *simple sentence*, are separated from it by commas; as, *OUR TIME BEING PRECIOUS, we must continue on the journey. Our master, LIKING THE PLAN, gave his permission. Paul, THE APOSTLE OF THE GENTILES, was eminent for his zeal and knowledge. I saw the swindler, AS THEY CALLED HIM*.

6. Simple members of sentences connected by *comparatives*, and *phrases* placed in opposition to, or in contrast with, each other, are separated by commas; as, *As thy days, so shall thy strength be. His sentiments are sometimes in union with, and sometimes in opposition to, the views of other men*. When the members of *comparative*

*sentences* are short, the comma is omitted ; as, *How much finer that cloth is than the other.*

7. When the clause, immediately after a relative, is used as explanatory of the antecedent clause, a comma must be inserted before the relative ; as, *He, who is careless of his reputation, must be criminally indifferent.* If the relative is so closely connected with its antecedent that it cannot be transposed, a comma must not be inserted before it ; as, *It is diligence only THAT insures improvement.*

8. A comma is used between the two parts of a sentence which have their natural order inverted ; as, *To a good man, FORGIVENESS OF INJURIES IS COMPARATIVELY EASY* ; that is, *Forgiveness of injuries is comparatively easy to a good man.* When the inquiry introduces an

interrogative sentence, it is immediately followed by a comma ; as, *You SPEAK of our ANCESTORS, WHERE ARE they ?*

9. The verb *to be*, followed by an adjective, or by an infinitive with *adverbs*, is generally preceded by a comma ; as, *To be diligent and attentive to our duties, IS satisfactory. One of the noblest things that a Christian can do, IS to forgive his enemies.*

10. When the verb is understood, a comma must be inserted ; as, *Learning makes a wise man ; glory, a vain man ; religion, a good and happy man.*

11. When the word *that* is a conjunction, it is preceded by a comma ; as, *Be diligent, THAT you may improve.*

12. Any remarkable expression, or a command, is preceded by a comma ; as, *It hurts a man's pride to say, I DO NOT KNOW.*

### THE SEMICOLON.

The SEMICOLON is used for dividing a *compound sentence* into two or more parts less closely connected than those which are separated by commas ; as, *Straws swim on the surface ; BUT pearls lie at the bottom.*

### OBSERVATIONS.

1. When the sentence consists of two clauses, the *first* division of which is a *complete proposition*, and the *second* clause is added as an *inference*, the two parts are separated by a semicolon ; as, *Learn your lessons attentively ; FOR this will be sure to effect improvement.*

2. When several *short sentences* follow each other, not having any necessary dependence on each other, they may be separated by a semicolon ; as, *Stones*

*grow ; VEGETABLES grow and live ; ANIMALS grow, live, and feel.*

3. When a sentence contains the enumeration of *several particulars*, the members of the sentence are separated by semicolons ; as, *Philosophers assert, that Nature is unlimited in her operations ; THAT she has inexhaustible treasures in reserve ; THAT knowledge will always be progressive ; AND that all future generations will continue to make discoveries, of which we have not the least idea.*

### THE COLON.

The COLON is used for dividing a *sentence* into two or more parts less connected than those which are separated by a *semicolon* ; but not so independent as to require a *period* or *full stop*.

### OBSERVATIONS.

1. When a member of a sentence is *complete* in itself, both in sense and construction, but is followed by some *additional remark*, a colon is inserted between them ; as, *Learn to acquire a habit of thinking : NO study is more important.*

2. When there are *several members* of a sentence, separated from each other by semicolons, and, when the sense is suspended till the last clause, that clause should be separated from the others by a colon ; as, *The words of the apostles are authorized by striking me-*

cles ; they are believed ; the people throng in crowds around the new preachers ; the first Christian church is established in sight of Mount Calvary ; the gospel is diffused among nations : was ever victory more sudden or amazing ?

3. The colon is commonly used when an *example*, a *quotation*, or a *speech*, is introduced ; as, *He was often heard to say* : “I HAVE DONE WITH THE WORLD, I AM WILLING TO LEAVE IT.” If the quotation is short and clearly connected with the context, a comma is sufficient

to introduce it ; as, *The apostle John says*, GOD IS LOVE.

4. There is sometimes a difficulty in ascertaining whether a colon or a semicolon should be used : the difference is sometimes determined by a conjunction being *expressed*, or not expressed ; as, *Do not flatter yourselves with the hope of perfect happiness* : THERE is no such thing in the world. These may be divided by a semicolon, by using FOR : *Do not flatter yourselves with the hope of perfect happiness* ; FOR there is no such thing in the world.

### THE PERIOD, OR FULL STOP.

The PERIOD, or full stop, is used when a sentence is *complete* both in the *construction* and *sense* intended, and after *initials* and *abbreviations* ; as, *Colonel C. was wounded in the war.*

### OBSERVATIONS.

1. A period is sometimes employed between two sentences which have a general connection expressed by a *relative pronoun*, a *conjunction*, or a *consecutive adverb*. Example : *Exercise contributes to the health of the body.*

Laziness tends to enervate it.

2. The period is often used after every abbreviated word ; as, *A. D.* for *ANNO DOMINI*; *pro tem.*, *PRO TEMPORE*; *i. e.*, *ID EST* (*that is*).

### THE DASH.

The DASH is used to divide an *unexpected* or *emphatic* pause, or when the sentence breaks off abruptly ; as,

Here lies the great — FALSE MARBLE, WHERE !  
Nothing but sordid dust lies here.

### THE INTERROGATION.

A note of INTERROGATION is used at the *end* of an *interrogative* sentence ; that is, when a question is asked ; as,

Ah ! what means the opening flower,  
And the bud that decks the thorn ?

GRAY.

N.B.—An *indirect* question, or a question quoted or mentioned, loses both the *quality* and the *sign* of interrogation ; as, *The judge said*, WHY DO YOU BELIEVE IT.

### THE EXCLAMATION.

Interjections and other expressions of great emotion are generally followed by the note of EXCLAMATION ; as,

Oh ! how we both our humble state maintain'd,  
And safe in peace and poverty remain'd !

## THE PARENTHESIS.

The PARENTHESIS is used to inclose remarks, useful in *explaining* the subject, though not necessary for the *construction* of the sentence.

To others do (THE LAW IS NOT SEVERE)  
What to thyself thou wishest to be done.

BEATTIE.

N.B.—The words that are inclosed in the parenthesis should be read in a *lower tone* and *faster* than the principal sentence. It always requires a *pause* as great as that of a comma.

## OTHER MARKS OR CHARACTERS USED IN COMPOSITION.

*Apostrophe* (') is used in place of a letter left out; as, *lov'd*, for *loved*.

*Caret* (^) is used to show that some *word* is either *omitted* or *interlined*.

*Hyphen* (-) is used at the *end* of a line, to show that the rest of the word is at the beginning of the next line. It also connects *compound* words; as, *tea-pot*.

*Section* (§) is used to divide a *chapter* or *discourse* into portions.

*Paragraph* (¶) is used to denote the *beginning* of a new subject.\*

(\* \* \*) Two or three asterisks denote the omission of some letters in some bold or indelicate expression.

*Crotchets* ([]), or *Brackets*, are used to inclose a word or sentence which is to be explained in a note, or the explanation itself, or to correct a mistake, or supply some deficiency.

*Quotation* (" ") is used to show that a passage is quoted in the author's words.

*Index* (§§) is used to point out anything remarkable.

*Brace* { is used to connect words which have *one common* term, or three lines in poetry having the *same rhyme*, called a *triplet*.

*Acute accent* (') is used to denote a short syllable; the *grave* ('), a long one.

*Breve* (˘) marks a *short vowel* or *syllable*, and the dash (—) a *long one*.

*Asterisk* (\*), *Dagger* (†), *Double-dagger* (‡), and *Parallels* (||), &c., with small letters and figures, refer to some note on the *margin*, or at the *bottom* of the page.

\* N.B.—A new *paragraph* is now more generally distinguished by a *break* in the composition or lines.

## CAPITAL LETTERS

FORMERLY, every *noun* in English began with a Capital, and the practice is still retained in German. It is, however, very proper to begin with a Capital—

1. Every Sentence ; as, *Death is certain.*
2. Every Line in Poetry ; as,

Believe not each aspersing tongue,  
As most weak people do ;  
But still conclude that story wrong  
That ought not to be true.

3. The Names of the Deity ; as, *Our Lord ; the Redeemer.*
4. Proper Names ; as, *John, Thomas, London.*
5. Adjectives derived from Proper Names ; as, *English, Scotch, French.*
6. The Pronoun *I*, and the Interjection *O* ; as, *I read ; O hope !*
7. The First Word of a Quotation after a semicolon or colon ; as, "*Temptation proves our virtue.*"
8. The Names of Festivals ; as, *Christmas, Whitsuntide.*
9. The Months of the Year and Days of the Week ; as, *February, Monday.*
10. Titles of Books ; as, *Kenny's Classic Pamphlets.*
11. Any leading Word of Importance ; as, *the Deluge ; the Restoration.*
12. Titles of Honour or Office ; as, *Archbishop of Paris ; the Lord Mayor.*
13. Objects personified ; as, *And FREEDOM shrieked as Kosciusko fell.*

## Figurative Language.

The FIGURES of SPEECH are *deviations* either from the *usual form* or *spelling* of words, from the *Syntactical* construction, or from the *proper* and *literal* meaning.

They are divided into,—1st, the *Figures of Orthography* ; 2nd, of *Syntax* ; and 3rd, of *Rhetoric*.

## 1. FIGURES OF ORTHOGRAPHY.

FIGURES of ORTHOGRAPHY are *deviations* from the *usual spelling* of words, and are as follow :—

1. *Elision* signifies a cutting off a *letter* from a word ; as, *'gainst*.
2. *Prosthesis* adds a *letter* or *syllable* to the beginning ; as, *exchange* for *change*.
3. *Paragogic* adds a *letter* or *syllable* to the end ; as, *awake*, for *awake*.
4. *Synecresis* is a contraction of two *vowels* or of two *syllables* into one ; as, *ae* in *Israel*,—pronounced *Is'ral*; *'tis*, for *it is*.
5. *Dieresis* is the division of one *syllable* into two, by placing the mark (‘) over the latter of two *syllables* ; as in *zoölogy*.
6. *Tmesis* separates a *compound word* by putting a *word* between ; as, *to God ward*, that is, *towards God*.

N.B.—All these are almost exclusively confined to poetry.

## 2. FIGURES OF SYNTAX.

The FIGURES of SYNTAX are *Ellipsis*, *Pleonasm*, *Enallage*, and *Hyperbaton*.

1. *Ellipsis* is the omission of words necessary to supply the regular or full construction.
2. *Pleonasm* is the use of superfluous words ; as, *full of a great many*.
3. *Enallage* is the use of one part of speech for another, and is confined to poetry ; as, *Slow rises the vision*.
4. *Hyperbaton* is a transposition of words ; as, *COME, nymph DEMURE*.

## 3. FIGURES OF RHETORIC.

FIGURES of RHETORIC are deviations from the proper and literal meaning of a *word* or *phrase*, and are the language of the *imagination* or *passions*.

The following are the principal figures of Rhetoric.

1. *Similit*, or *Formal Comparison*, is the resemblance between two objects ; as, *As hard as a rock*, &c.
2. *Metaphor* is when one thing is used to signify another ; as when we say, *An able minister is a PILLAR of the state*.
3. *Allégorie* is a continuation of metaphors, and consists in choosing a subject having circumstances analogous to the subject treated of, and describing at length the particulars belonging to the former in such a manner as to illustrate what we mean to enforce respecting the latter.
4. *Antithesis* is the contrast or opposition between two objects, that they may be made to appear in a stronger light ; as, *On one side stands Honesty, on the other Deceit*.
5. *Hypérbole* is the representation of things beyond the bounds of strict truth, by representing things greater or smaller than they really are ; as when we say, *As swift as the air*; *as white as snow*.
6. *Irony* is when we speak contrary to our thoughts, in order that we may speak with more force and advantage ; as when we say a *silly* person is a *Solomon*.

7. *Pārālepsis*, or *Omission*, is a figure by which we pretend to omit what we are really desirous of enforcing ; as, *Your unwillingness, NOT to mention your INSUBORDINATION.*

8. *Mētonymy* is the relation between cause and effect ; as when we say, *the vocal groves*, referring to the birds that sing in the groves.

9. *Syneccōche*, when a part is put for the whole, or the whole for the part ; as when we say, *We saw a SAIL*, for *We saw a SHIP*.

10. *Personification*, or *Prōsopōpōia*, is that figure by which we attribute life and action to inanimate objects ; as, *the RAGING storm*.

11. *Onomatōpēia*, an expression which strongly conveys its meaning by its sound ; as, *the WHISTLING wind* ; *the HISSING serpent*.

12. *Cātāchrēsis*, the using of one word for another, for the want of a proper one, owing to the poverty of language ; thus, a *GLASS ink-HORN* ; a *WOODEN tombSTONE*.

13. *Climax*, or *Gradation*, is an ingenious mode of going by regular steps from one circumstance to another, till the thoughts cannot be carried to a greater elevation.

The following easy verses, extracted from the *Preceptor's Assistant*, will assist the memory in the recollection of the foregoing figures :—

A METAPHOR in borrow'd words compares ;  
Thus, for instance, we say, “*a FLOOD of tears.*”

An ALLEGORY is a chain of *trope*s :

“*I've pass'd the SHOALS ; fair GALES, now SWELLING hopes.*”

A METONYMY takes some kinder name :

“*Just HEAV'N [for GOD] confounds their pride with shame.*”

SYNECCOCHE, the whole for part doth take,  
Or part for whole, just for the metre's sake :

“*While o'er thy ROOF [for HOUSE] loud thunders break.*”

An IRONY quite the reverse intends

Of what it speaks : “*Well done ! RIGHT TRUSTY FRIENDS.*”

ONOMATOPĒIA forms words from sound :

“*Flies BUZZ, bees HUM, or winds WHISTLE all around.*”

HYPERBOLE soars high, or sinks too low :

“*He TOUCH'D the skies ;—SNAILS do not crawl so slow.*”

A CATACHRESES words abused, applies :

“*Over his grave a WOODEN tombSTONE lies.*”

A CLIMAX by gradation still ascends :

“*They were my COUNTRYMEN, my NEIGHBOURS, FRIENDS.*”

### Different Kinds of Verse.

VERSES are called *Iambic*, *Trochaic*, *Anapaestic*, and *Dactylic*, according to the number and kind of feet of which they principally consist.

*Verses* consist of different number of feet, as—

Heptameter,	a verse of	seven feet.
Hexameter,	„	six feet.
Tetrameter,	„	four feet.
Trimeter,	„	three feet.
Dimeter,	„	two feet.

These words are derived from the Greek ; as, *ēπτα*, *seven* ; *μετρον*, *a measure*, &c.

### I.—IAMBIC VERSE.

*Iambic Verse* is adapted to serious subjects, and the *stress* or *accent* is laid on the *even* syllables, and is of various lengths.

#### 1. *Heptameter, or Iambic of 7 feet, or 14 syllables.*

And thrice | hĕ rōüt | ēd āll | hīs fōes ; | ānd thrice | hĕ slēw | thĕ slāin.

#### 2. *Hexameter, of 6 feet, or 12 syllables.*

Thÿ rēalm | fōr ēv | ēr lāsts, | thÿ öwn | Mēssi | kh rēigns.

#### 3. *Pentameter, of 5 feet, or 10 syllables.*

Bĕ wiſē | tō-dāy | 'tīs mād | nēss tō | dēſēr.

(This is the regular English *Heroic Verse*, and the only measure suitable for *Blank Verse*.)

#### 4. *Tetrameter, of 4 feet, or 8 syllables.*

Hīs glōw | Ing chēēks, | hīs ār | dēnt ēyes.

#### 5. *Trimeter, of 3 feet, or 6 syllables.*

In plā | cēs fār | ānd nēār.

#### 6. *Dimeter, of 2 feet, or 4 syllables.*

Thēir lōve | ānd āwe  
Sūpply | thĕ lāw.

It is seldom that we find lines of *fewer* than *seven syllables* : when there is a *seventh* syllable, it is called a *Hymeter* line.

## II.—TROCHAIC VERSE.

The *accent* or *stress* is laid on the *odd* syllable in *Trochaic Verse*, as the *first*, *third*, *fifth*, &c. This kind of verse is adapted to *cheerful* and *lively* subjects, and may consist of any number of feet, from *one* to *six*.

1. *Trochaic of 6 feet, or 12 syllables.*

On å | mōuntain | strētch'd bē|nēath å | hoāry | willōw.

2. *Trochaic of 5 feet, or 10 syllables.*

All thät | wālk ön | fōt ör | ride yn | chāriōts.

(*A measure frequently employed.*)

3. *Trochaic of 4 feet, or 8 syllables.*

Röund å | hōly | cālm dīf|fūsing.

(With an additional syllable, a *Hypermeter*.)

Sät å | fārmēr, | rüddÿ, | fāt, ånd | FĀIR.

(*Seldom employed.*)

4. *Trochaic of 3 feet, or 6 syllables.*

Whēn öur | hēarts åre | mōurnīng.

5. *Trochaic of 2 feet, or 4 syllables.*

On thē | mōuntain  
By å | fōuntain.

## III.—ANAPÆSTIC VERSE.

In *Anapaestic Verse*, the *stress* is laid on *every third* syllable.

1. *An Anapaestic of 4 feet.*

'Tis thē vōice | öf thē slūg | gārd, I hēar | him cōmplāin.

2. *An Anapaestic of 3 feet.*

I åm mō|nārch öf all | I sūrvēj.

3. *An Anapaestic of 2 feet.*

In my rāge, | shāll bē sēn.

4. *An Anapaestic of 1 foot.*Büt in vāin  
Thēy cōmplāin.

## IV.—DACTYLIC VERSE.

In *pure Dactylic* measure, the *stress* is laid on the *first*, the *seventh*, and the *tenth* syllable. This kind of measure is seldom adopted.

1. *Dactylic line of 4 feet.*

Bōys will an|ticipāte, | lāvish, and | dissipāte.

2. *Dactylic line of 3 feet.*

Evēr sing | mērrīly | mērrīly.

## APPENDIX.

A LIST OF ADVERBS, WITH THEIR EQUIVALENT  
PREPOSITIONAL PHRASES,*As arranged in GOODWIN'S "STUDENT'S GRAMMAR."*

Here	=in this place.	Hence- forward	=from this time.
There	=in that place.	Thence	=from that place.
Where?	=in what place?	Thence	=from that time.
Where?	=in which place?	Thence	=for that reason.
Hither	=to this place.	Thence- forward	=from that time.
Hitherto	=to this time.	Whence?	=from what place?
Hither- ward	=towards this place.	Whence?	=for what reason?
Thither	=to that place.	Whereby	=by which means.
Thither- ward	=towards that place.	Whereby?	=by what means?
Whither?	=to what place?	Hereby	=by these means.
Whither?	=to which place?	Thereby	=by such means.
Hence	=from this place.	Where- fore?	=for what purpose?
Hence	=from this time.	Where- fore?	=for which reason.
Hence	=for this reason.		

## EXAMPLES OF NOUNS, VERBS, &amp;c. THAT REQUIRE PARTICULAR CONSTRUCTION AS TO THE PREPOSITIONS:—

Abashed <i>at.</i>	Bereft <i>of.</i>	Dedicate <i>to.</i>
Abhorrence <i>of.</i>	Beset <i>with.</i>	Deduct <i>from.</i>
Accused <i>of, by.</i>	Besmear } <i>with.</i>	Deference <i>towards.</i>
Acquit <i>of.</i>	Besprinkle } <i>with.</i>	Deliberate <i>with, upon.</i>
Adapted <i>to.</i>	Bestow <i>on, upon.</i>	Dependent <i>on.</i>
Adjoining <i>to.</i>	Betake <i>to.</i>	Derogatory <i>to, from.</i>
Affectionate <i>to, towards.</i>	Betroth <i>to.</i>	Descend <i>from, into.</i>
Agreeable <i>to.</i>	Beware <i>of.</i>	Detach <i>from.</i>
Allied <i>to.</i>	Bidder <i>for.</i>	Deter <i>from, by.</i>
Amenable <i>to.</i>	Boast <i>of.</i>	Determined <i>upon, to.</i>
Anger <i>to, towards.</i>	Calculate <i>on, to.</i>	Detrimental <i>to.</i>
Angry <i>with.</i>	Call <i>on, for.</i>	Devolve <i>on, upon.</i>
Antipathy <i>to, towards.</i>	Capture <i>of.</i>	Disagree <i>with.</i>
Apart <i>from.</i>	Cede <i>to.</i>	Disagreeable <i>to.</i>
Appeal <i>to, from.</i>	Change <i>for.</i>	Dispense <i>with.</i>
Appertain <i>to.</i>	Charm <i>with.</i>	Doubted <i>of.</i>
Apply <i>to, for, at.</i>	Comply <i>with.</i>	Differ <i>from.</i>
Application <i>to, for, at.</i>	Compress <i>into.</i>	Difference <i>with, between, in, through.</i>
Approve <i>of.</i>	Concerned <i>for.</i>	Disappointed <i>of, in.</i>
Appropriate <i>to.</i>	Condole <i>with.</i>	Disapprove <i>of.</i>
Apprise <i>of.</i>	Conduce <i>to, towards.</i>	Dissent <i>from.</i>
Ashamed <i>of.</i>	Conducive <i>to.</i>	Eager <i>in, to.</i>
Ascribe <i>to.</i>	Confer <i>with, on, upon.</i>	Encamp <i>in, on, upon.</i>
Associated <i>with.</i>	Confide <i>in.</i>	Encounter <i>(noun) with.</i>
Aspire <i>to.</i>	Confident <i>of, in.</i>	Endow <i>with.</i>
Atone <i>for.</i>	Confidence <i>in.</i>	Engaged <i>in, with.</i>
Attain <i>to.</i>	Conformable <i>to.</i>	Engagement <i>with.</i>
Attach <i>to.</i>	Connive <i>at.</i>	Enmity <i>towards, against.</i>
Attend <i>on, upon, to, at.</i>	Consonant <i>to, with.</i>	Enraged <i>with, at.</i>
Attentive <i>to.</i>	Conscious <i>of.</i>	Envy <i>towards.</i>
Attribute <i>to.</i>	Consign <i>to.</i>	Equal <i>to.</i>
Avail <i>of.</i>	Consist <i>of, in.</i>	Equidistant <i>from.</i>
Averse <i>to, from.</i>	Conspire } <i>against.</i>	Erase <i>from.</i>
Aversion <i>towards.</i>	Conspiracy } <i>against.</i>	Escape <i>from.</i>
Avert <i>from.</i>	Conversant <i>with.</i>	Essay <i>(noun) on.</i>
Awake <i>from.</i>	Customary <i>for.</i>	Excel <i>in.</i>
Backward <i>in.</i>	Content <i>with.</i>	Exception <i>from.</i>
Bargain <i>with, for.</i>	Contribute <i>to, towards.</i>	Exemption <i>from.</i>
Barter <i>with, for.</i>	Contrary <i>to.</i>	Expert <i>at, in.</i>
Bear <i>with.</i>	Converse <i>with.</i>	Expel <i>from.*</i>
Behalf <i>of.</i>	Convinced <i>of, by.</i>	Export <i>to, from.</i>
Believe <i>in.</i>	Dead <i>to, in.</i>	Exclude <i>from.</i>
Belong <i>to.</i>	Dear <i>to.</i>	Faithful <i>to.</i>
Beneficial <i>to.</i>	Debar <i>from.</i>	Fall <i>under.</i>
Bequeath <i>to.</i>	Decide <i>on.</i>	
	Decorate <i>with.</i>	

\* The preposition *from* after this verb is not necessary, for *EXPEL* means to drive *FROM*.

Fasten <i>to.</i>	Know <i>of.</i>	Pamper <i>with.</i>
Favourable <i>to.</i>	Laugh <i>at.</i>	Pant <i>for, after.</i>
Fawn <i>upon.</i>	Lavish <i>in.</i>	Part <i>with.</i>
Fight <i>with, against.</i>	Liable <i>to.</i>	Partial <i>to.</i>
Fire <i>at.</i>	Martyr <i>for, to.</i>	Partake <i>of.</i>
Fitted <i>to.</i>	Meddle <i>in, with.</i>	Participate <i>in.</i>
Flee <i>from.</i>	Mediate <i>between.</i>	Party <i>to.</i>
Follow <i>after.</i>	Merciful <i>towards.</i>	Patient <i>in.</i>
Fraught <i>with.</i>	Mix <i>with.</i>	Peculiar <i>to.</i>
Friendly <i>to, with.</i>	Moderate <i>with.</i>	Penetrate <i>to, into.</i>
Frown <i>on, upon.</i>	Moor <i>to, in.</i>	Peopled <i>by, with.</i>
Gaze <i>at.</i>	Motive <i>for.</i>	Perfect <i>in.</i>
Gifted <i>with.</i>	Muse <i>over, upon.</i>	Perpendicular <i>to.</i>
Glance <i>at.</i>	Mystery <i>about.</i>	Persevere <i>in.</i>
Glad <i>at, of.</i>	Natural <i>for, to.</i>	Persist <i>in.</i>
Glow <i>with.</i>	Need <i>of.</i>	Plead <i>for, with.</i>
Glut <i>with.</i>	Needful <i>to.</i>	Pleased <i>with.</i>
Graft <i>into, upon.</i>	Neglectful <i>of.</i>	Present <i>at, to.</i>
Grapple <i>with.</i>	Negotiate <i>with.</i>	Privilege <i>of, in.</i>
Grieved <i>with.</i>	New <i>to.</i>	Protest <i>against.</i>
Grieve <i>for.</i>	Next }	Provide <i>with.</i>
Guilty <i>of.</i>	Nigh } <i>to.</i>	Pursuant <i>to.</i>
Harmony <i>with.</i>	Near }	Radiate <i>from.</i>
Hateful <i>to.</i>	Nonconformity <i>with.</i>	Rail <i>at.</i>
Hear <i>of, from.</i>	Noncompliance <i>with.</i>	Rank <i>with.</i>
Harken <i>to.</i>	Noxious <i>to.</i>	Ravished <i>with.</i>
Heed (noun) <i>to.</i>	Nursery <i>of, for.</i>	Reason <i>with.</i>
Heedless <i>of.</i>	Obedience <i>to.</i>	Rebel <i>against.</i>
Heir <i>to.</i>	Obey <i>in.</i>	Rebound <i>from.</i>
Hesitate <i>in, to, about.</i>	Object <i>of, to.</i>	Recede <i>from.</i>
Hide <i>from.</i>	Obnoxious <i>to.</i>	Receptacle <i>for.</i>
Hie <i>to.</i>	Obequious <i>to.</i>	Reclaim <i>from.</i>
Hinted <i>at, to.</i>	Observance <i>of.</i>	Recline <i>against.</i>
Hover <i>about.</i>	Observations <i>on.</i>	Reconcile <i>to.</i>
Hinge <i>on.</i>	Obstruction <i>to.</i>	Recover <i>from.</i>
Hurl <i>against.</i>	Obvious <i>to.</i>	Recourse <i>to.</i>
Inscribe <i>upon.</i>	Occurred <i>to, in.</i>	Reduce <i>under.</i>
Insist <i>upon, on.</i>	Offence <i>at, to.</i>	Refrain <i>from.</i>
Instil <i>into.</i>	Offended <i>with.</i>	Regard <i>to.</i>
Illustrative <i>of.</i>	Operate <i>upon.</i>	Reinstate <i>in.</i>
Impart <i>to.</i>	Opportunity <i>for, to.</i>	Rely <i>upon.</i>
Impervious <i>to.</i>	Opposition <i>to.</i>	Repel <i>by, with.</i>
Impressed <i>with.</i>	Oration <i>on.</i>	Reply <i>to.</i>
Inconsistent <i>with.</i>	Orifice <i>in.</i>	Repose <i>in.</i>
Incumbent <i>on.</i>	Origin <i>of.</i>	Reproach <i>with.</i>
Indefatigable <i>in.</i>	Originated <i>in.</i>	Reserve <i>for.</i>
Indicative <i>of.</i>	Ornament <i>to.</i>	Resemble <i>in.</i>
Indignant <i>at, with.</i>	Overture <i>to.</i>	Resemblance <i>to, in.</i>
Intent <i>on, upon.</i>	Overwhelmed <i>with.</i>	Rescue <i>from.</i>
Inveigh <i>against.</i>	Owe <i>to.</i>	Resign <i>to.</i>

Resolve to, on, upon.	Tipped with.	Victim of, to.
Respond to.	Tolerated by.	Victory over.
Recoil from.	Touched with.	Vindication of.
Reflect on, upon.	Trample on, under.	Vexed at.
Replete with.	Transition of, from.	Volunteer to.
Repugnant to.	Transported to, from.	Vain of.
Resort to.	Troublesome to.	Verdict of, for, against.
Respect for.	Type of.	Vote for, against.
Responsible for.	Unable to.	Voyage to.
Revolting to.	Unacceptable to.	Vulnerable in.
Share with.	Unaccustomed to.	Wade through, in.
Scruple to, at.	Unacquainted with.	Wager with.
Search after, into.	Unanimous in.	Warn of.
Speak of, about, to.	Unapproved of, by.	Wearied of.
Shrink from.	Unaware of.	Wheedle with.
Scoff at.	Unbelief in.	Whine about.
Subscribe to, towards.	Uncalled for.	Wish for.
Tarry in.	Uncharitable towards.	Worry with.
Taste for, of.	Unequal to.	Wrangle with.
Tea with.	Unfrequented by.	Wreak upon, on.
Tedious in.	Uninterested in.	Write to, of, about, against, for.
Teem with.	United in, with.	Yearn over.
Tell of.	Unkind towards.	Yield to.
Temporize in, with.	Unsuccessful in.	Youthful in.
Tending towards.	Upbraid with.	Zeal in, towards, against, for.
Tendency to, towards.	Unwelcome to.	Zealous for, in.
Tenor of.	Unworthy of.	Zest for.
Terminate in.	Useful to.	
Testify to, of, against.	Vacancy in.	
Think on, upon, of.	Vary with, in.	
Thirst for.	Variance in, between.	
Tied to.	Veneration for.	
Tinctured with.	Vicissitudes of.	

GOODWIN.

## OBSERVATIONS.

PREPOSITIONS frequently change the meaning of a sentence. Thus, the word DIFFERENCE may be followed by WITH, BETWEEN, IN, and THROUGH.

## EXAMPLES.

Thomas had a difference (quarrel) WITH his brother.

There is a difference OF opinion IN many points BETWEEN them.

The difference has arisen THROUGH your mistake.

*Disappointed* IN a thing implies that the pleasure anticipated, previously to possession, was not afterwards realized; and *disappointed* OF a thing implies that we have not received what we expected.—(See Observation 3, Rule XII. page 61.)

## Orthographical Exercises.

N.B.—The following Exercises should be copied by the pupil in a *copybook* or on a *slate*. For more advanced *pupils*, the *meaning* of the words can be obtained from the *dictionary*, and placed *after* the word. *Sentences* may likewise be formed with *one*, *two*, or more of the words in a *phrase*. In a *class*, the words might be asked by the teacher as a *spelling lesson*, and the meaning given.

1. Ache, alms, balm, barm, brought, breathe, bleak, brief, blithe, bilge, brogue, broach, brew, bronze, brow, curve, chaise, crawl, coast, churl, cough, change, calf, church, calm, crutch, curve, chew, clerk, clothe.

2. Carve, cloak, coast, charge, chalk, chyle, corpse, cheat, crawl, chime, corps, clough, chasm, chart, choir, dearth, drown, dose, dodge, drought, draw, drudge, dream, dread, dough, deign, doubt, debt, draught, drachm.

3. Edge, eighth, etch, earth, echo, era, ewer, enough, ensign, elite, earnest, eclipse, ecstasy, eulogy, energy, etiquette, epitaph, ere, ewe, earn, eschew, emphasis, egotism, equerry, expugn, empty, eyry, effervesce, ermine, engine.

4. Freight, first, foe, flight, friend, field, fawn, furl, folk, fright, falcon, fought, feign, fraud, feint, feud, feather, fief, foreign, fierce, forbade, fatigue, fascinate, forgery, flourish, foible, furlough, fane, feasible, fascine.

5. Germ, grudge, ghost, guide, gnat, gnaw, grain, grouse, goal, guise, grope, grief, grandeur, gaol, gristle, gauge, gall, gudgeon, gnomon, guinea, grotesque, genius, gondolier, genealogist, grenadier, genuine, gazetteer, gherkin, gewgaw, guerdon.

6. Hearse, haste, hoarse, halt, heath, halve, health, hymn, hough,\* height, harsh, hawk, hearth, heifer, heinous, harass, haughty, hautboy, honey, handkerchief, housewife, harangue, hyphen, heptarchy, hypocrite, hydraulics, hyperbole, hyssop, hemisphere, halcyon.

7. Iron, indict, issue, icicle, imagine, idiot, isosceles, illicit, invalid, isthmus, inveigh, initial, irony, intaglio,† instalment, incautious, implicit, intrusion, interstice, intrigue, imitative,

\* Pronounced *hock*, and sometimes spelled so.

† Pronounced *intalyo*, and sometimes spelled so.

inveigle, intricacy, impugn, intimacy, inebriate, imbecile, inanition, irascible, irrelevant.

8. Jaundice, jet-d'eau, jalop, juice, jonquille, jeopardy, jocose, jessamine, jugular, janizary, Judaism, January, journal, jamb, joust, judiciary, javelin, jaunt, jewel, jealous, jowler, juncous, jasmine, jig, jaguar, Jewess, juvenile, knee, know, knave.

9. Knuckle, knight, knack, knead, knapsack, kiln, knoll, knot, knit, learn, laugh, lawn, league, lair, leech, launch, liege, laundry, lyre, lamb, loath, leap, loathe, lief, leaven, leisure, lettuce, lilac, lose, lough, lock.\*

10. Lieu, languor, language, leopard, limn, linguist, liquefy, lizard, lustre, lozenge, lounge, liquid, loyal, lucre, luncheon, legible, lichen, lethargy, litigious, loquacious, licentious, laboratory, laity, limb, laurel, licorice, lever, leant, leviathan, logarithm.

11. Marsh, match, mourn, martyr, measure, manger, messieurs, mirror, masquerade, mystic, memoir, majesty, motion, massacre, meteor, malleable, mechanism, morass, metaphor, mignonette, molasses, miniature, marauder, mischievous, maugre, mistletoe, mawkish, myriad, myrmidon, mnemonica.

12. Magazine, meadow, malign, metaphysics, manœuvre, mahogany, metamorphose, metaphorical, mosque, mall, mastiff, marine, medley, miscellany, mortgage, measles, menace, membrane, mischief, myrrh, mould, malmsey, muscle, minion, menagerie, missile, marriage, mortise, mediocre, mosquito.

13. Ninth, neigh, niece, nigh, niche, nymph, numb, nereid, nausea, naughty, nitre, nuisance, nankin, nephew, naphtha, nectarine, nasal, neighbour, neither, nonpareil, nonchalance, nourish, nucleus, nautical, necessary, nicety, night, nunciative, summary, nut-crackers.

14. Onyx, ochre, onion, opaque, oligarchy, oblique, opacity, oblige, oculist, obduracy, obsequious, officiate, opprobrious, oceanic, orthoepy, obey, obeisance, orchestre, opinionative, osier, ostrich, obloquy, own, obtrude, orison, ordeal, orifice, occasion, orphan, orgies.

15. Ordinary, opposite, pierce, psalm, pear, plague, priest,

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\* *Lough* (pron. *louck*) is from the Irish, and *lock* is from the Gaelic, or Scotch, and both signify lake.

palm, plaid, pawn, piece, preach, prudish, plough, pier, phlegm, phial, pour, plumb, pull, proud, pique, please, pie, prove, pulse, push, palsy, pamphlet, pageant.

16. Phantasm, precious, princess, pumice, poignant, plough-share, persuade, paschal, pelisse, psalter, profile, palette, prorogue, parallel, precedence, pheasant, provost, phthisic, pursuit, poultice, psalmody, pyramid, pedagogue, poniard, prejudice, pneumatics, porphyry, primeval, pusillanimity, precipice.

17. Puerile, pentateuch, plagiarism, putrefy, poisonous, pomegranate, presage, portmanteau, punctilio, ptisan, prognostic, paralytic, pellucid, panegyrist, presumption, philanthropic, physiognomy, promontory, peremptory, precursor, parochial, picturesque, parenthesis, prepossess, phraseology, prologue, philosopher, plebeian, prescience, physic.

18. Quench, quartz, quaint, quaff, qualm, quay, quilt, quash, quart, querulous, quandary, quarantine, quadrille, quadrant, quoit, quarry, quadrangle, quinine, rail, realm, row, reign, rain, rein, rhyme, rogue, ruse, rheum, route, rye.

19. Scrape, scarf, scratch, salve, siege, scene, sieve, schism, scroll, scourge, sponge, screw, search, sign, skein, starve, shoe, sleeve, shoal, scoff, swerve, shield, shrill, sprain, scythe, scrawl, shrink, spinach, screw, switch.

20. Thwart, thread, tour, tough, thief, taught, threat, trait, vague, vogue, vein, vault, vouch, verge, vie, view, wealth, whiff, wry, wrap, whey, wrench, whisk, warm, wield, wretch, width, yolk, yacht, yawn.

21. Thought, thaw, taunt, thatch, toward, twang, triumph, talkative, typify, tenor, thraldom, type, twelfth, tierce, tyrant, tongue, tread, tripod, though, trophy, theatre, toe, true, trough, tortoise, throe, throw, troll, touch, ton.

22. Vase, virago, vengeance, vaunt, victuals, verjuice, valise, venison, viscount, vitriol, vow, vaccine, veteran, visier, vacuum, vehicle, verdigris, versatile, vegetable, vineyard, vowel, valet, vertebra, vicissitude, wedge, writhe, whirl, wrath, weigh, warble, yeoman, yarn, yield.



## Parsing.

PARSING may be defined as the *explaining* of a sentence according to the *definitions* and *rules* of Grammar.

### PRACTICAL LESSONS IN PARSING.

#### LESSON I.

Copy on the slate the following sentences, with lines ruled as in the *example*, and define the *parts of speech* of each word according to the model.

**A MAN MAY HAVE A THOUSAND INTIMATE ACQUAINTANCES,  
AND NOT A FRIEND AMONG THEM ALL.**

WORDS OF SENTENCE.	PARTS OF SPEECH.	DEFINITIONS.
A	<i>Indefinite Article</i>	Write the definition of article, as given in page 5.
man	<i>Common Noun</i>	„ definition of noun, as given in page 6.
may have	<i>A Verb</i>	„ definition of verb, as given in page 23.
a	<i>Indefinite Article</i>	Already defined.
thousand	<i>Adjective</i>	Write the definition of adjective, as given in page 13.
intimate	<i>Adjective</i>	Already defined.
acquaintances	<i>Common Noun</i>	Ditto.
and	<i>Conjunction Copulative</i>	Write the definition of conjunction, as given in page 4.
not	<i>Adverb</i>	„ definition of adverb, as given in page 4.
a	<i>Indefinite Article</i>	Already defined.
friend	<i>Noun</i>	Ditto.
among	<i>Preposition</i>	Write the definition of preposition, as given in page 47.
them	<i>Personal Pronoun</i>	„ definition of personal pronoun, as given in page 19.
all	<i>Adjective</i>	Already defined.

N.B.—The *definitions* of the *parts of speech* should be copied from the grammar, as given in the respective pages referred to.

## EXAMPLES.

The wisest and the best men sometimes commit errors.  
He that will have the kindness of others, must endure their follies.

Vegetation is constantly advancing, though no eye can trace its gradations.

Numberless orders of beings, to us unknown, people the wide extent of the universe.

There are few readers to whom the monuments of pagan Rome are not familiar ; but few have heard of the numberless institutes which the charity of Christian Rome has founded.

Bodies that reflect all the rays of light which fall upon them appear white ; those which absorb them all seem black ; those that reflect red rays appear red, &c. &c.

## LESSON II.

## THE ARTICLE.

N.B.—Write out the *different parts of speech*, as explained before ; or write over each word the parts of speech, and then give the answers to the questions in *writing*.

## EXAMPLES.

1. We are placed under *the* trial of our virtue.
2. Beware of drunkenness ; it impairs *the* understanding, and makes a man of the brightest parts *a* common jest of the meanest clown.
3. There was *a* betraying of the secret intrusted to the honour and integrity of *a man* who was a better scholar than his brother, but by far *the* less conscientious of the two.
4. That man is evidently a better musician than painter ; but his brother is certainly a more emphatic speaker than *an* orator, and as a kind, considerate friend, is worthy of esteem and friendship.
5. Fire, air, earth, and water were considered by *the* philosophers as *the* four elements.
6. *Wheat* is plentiful this year ; but *the* wheat of Mr. Brown's farm is certainly better than his neighbour's crop.

7. He studied *the* fine arts, but was not very clever at *physics*; but *the* mathematics formed the principal part of his study.

8. There are men who live in the world and fancy that they are placed there to eat and drink; and there are not *a few* boys who imagine the same thing.

9. I went to hear the great orator, and was much disappointed; but I must candidly confess that he spoke with a little feeling when he described the miseries of the poor.

10. As the man seemed very weak, I requested him to buy *a* loaf and *an* egg for his breakfast, and to eat them with as good an appetite as he could.

### QUESTIONS.

1. Wherefore is "THE" and not "A" inserted in this sentence?

2. Why do you put "THE" and "A" in sentence 2? Explain the difference of the force of these *articles*.

3. What effect has "A" in this sentence, and what *part of speech* does the *article* make the following word, "BETRAYING"?—(Obs. 1, page 52.)

Explain the difference of the "A" and "THE" before the *comparative*, as to the formation of the phrase.—(Obs. 2, page 52.)

4. Explain the difference, in sentence 4, by having the *article* "A" *suppressed* before "SMAKER," and the meaning of the latter part of the sentence by having the *article* "AN" *expressed* before "ORATOR."—(Obs. 3, page 52.)

5. Wherefore are the *articles* left out before the *nouns* in the former part of the sentence No. 5, and placed before

"PHILOSOPHERS" and "ELEMENTS"?—(Obs. 5 and 7, page 52.)

6. Explain the effect in the 6th example of the *omission* of the *article* before "WHAT," and the placing of the same in the *second* clause of the *sentence*.—(Obs. 5, page 52.)

7. Explain the reason why the *definite article* is used before "FINE ARTS" and "MATHEMATICS," and not before "PHYSICS."—(Obs. 6, page 52.)

8. Why have you the *indefinite article* before the plural "FEW," and what word is understood to explain this seeming inconsistency?—(Obs. 3, page 5.)

9. Explain the force of the *article* "A" before "LITTLE FEELING;" and what would the meaning be if the *article* were omitted?—(Obs. 10, page 52.)

10. Is it necessary, in the 10th example, to repeat the *article* before "EGG"? If so, tell the reason.—(Obs. 11, p. 52.)

### LESSON III.

(Read remark given before Lesson II.)

#### NOUNS AND VERBS.

1. Anger may glance into the breast of a wise man, but rests only in the bosom of fools.

2. The army was sufficiently large to meet the enemy; but, just before fighting commenced, a cannon-ball struck off the leg of a poor serjeant, who drilled the men in the courtyard, near yonder hillock, for many an hour, every morning.

3. Pass me that *bread and butter*. It seems very good, and well cut. The *bread and the butter* of yesterday *were* both stale and unwholesome. Neither the bread nor the milk *is* as good as we had in the country.

4. To endeavour, all our days, to fortify our minds with learning and philosophy, *is* to spend so much in armour that we have nothing else to defend. *The time being thus spent*, we derive no real practical good.

5. My brother's health was very much injured by the extreme heat of the torrid zone; and although the legion of honour was bestowed upon him for his great exertions, yet the blessing of health was entirely lost; and nothing can compensate for illness.

6. I endeavoured to obtain the loan of *Charles, James*, and *Robert's* medical book, that I might be able to ascertain the *apothecary's* and *physician's opinion*. I found that *Brown the surgeon's* works fully explained the nature of the disease.

#### QUESTIONS.

1. Write out the *abstract* nouns and the *real* nouns in the first sentence. Explain the difference.—(Obs. 1, 2, and 5, page 6.)

2. Specify the *classes* of nouns in which you would place all the *substantives* of the second example.—(Obs. 2, 5, and 6, page 6.)

3. Explain the reason of "*BREAD AND BUTTER*" being *singular* in part of sentence 3, and *plural* in another. Explain why the word "*is*" is *singular* following *two* subjects.—(Obs. 1 and 4, Rule II. page 63.)

4. What is the *subject* of the verb "*is*" in example 4? and explain the

*syntax* of the latter sentence.—(Obs. 6 and 7, page 53.)

5. Underline the *possessive cases* in the fifth sentence, and mention where the *apostrophic* genitive may be changed into the *objective* with the *preposition*, and where the *objective* is equivalent to the *possessive*.—(Obs. 1, Rule III.)

6. Why is the *apostrophic* "*s*" put to the *last* of the *first three* proper nouns, and not to *each*, when we find the next two nouns have *each* the *apostrophic* "*s*"? Is the expression "*BROWN THE SURGEON'S WORKS*" correct? If so, explain by what rule.—(Obs. 2, Rule III.)

#### LESSON IV.

(Read remark given before Lesson II.)

1. While I was going to *Mr. Williams's*, the chemist, I met the son of the brother of my wife, who is a great friend of my mother.

2. Nothing is more useful than the *student's* attention to the judicious advice of literary men, as well as the remarks made in *Cobbett's*, the grammarian.

3. As my son was *running* the *horse* down the hill, the animal unfortunately trod on a stone and fell. When I was *asked my opinion*, I told *him* the *consequence* if he persisted in running so great a *risk*.

4. The bet was that he would walk *twenty-six miles* a day for three weeks ; but after a fortnight the man fully *repented his folly*, as he felt too ill to continue.

5. No object is more pleasing to the eye than the sight of a man whom you have obliged ; nor any music so agreeable to the ear as the voice of one who owns you for his benefactor.

6. A good man will love himself too well to lose, and his neighbour too well to win, an estate by gaming. The love of gaming will destroy the best principles in the world.

### QUESTIONS.

1. Wherefore is the *apostrophic "s"* placed after the name in Example 1 ? Place the sentence in such form as to avoid the repetition of the *preposition "of."* If I said "A FRIEND OF MY MOTHER'S," what difference would it make in the meaning ?—(Obs. 7 and 8, page 54.)

2. What governs "STUDENT'S" in the possessive ? Why is the *apostrophic "s"* not put after "GRAMMARIAN" ?—(Obs. 9 and 10, page 54.)

3. In what case would you say "HORSE" to be after the neuter verb "RUN" ? Explain in what case are the

words "CONSEQUENCE" and "RISK." What case is "OPINION," and can you improve this form of phrase ?—(Obs. 2 and 3, Rule IV. page 54.)

4. What case do you call the word "MILES," and what is understood ? Is the expression "REPENTED HIS FOLLY" correct ? If not, how would you correct it ?—(Obs. 5 and 6, Rule IX. page 55.)

5. Write out the words that are in the *objective* case after the *prepositions* in this sentence.

6. Point out the *objectives* after the verbs in this sentence.

### LESSON V.

(Read remark given before Lesson II.)

1. The good are not always fortunate ; and frequently do we find the wicked in affluence and luxury ; as we find exemplified in those two men.

2. *Each* of the men *is* to be heard separately ; but neither can escape, as *every* one is fully aware that either the one or the other possesses documents that must condemn both.

3. The young man who served me in the shop took back the stockings and gave me a *new pair* ; but he would not abate anything from the price of the *pair of new gloves*, as he recommended them as *warm*, and not strong. I told him

that the stockings and gloves were bad, and he *warmly* replied that they were not ; and he wished, for the good of society, that all tradespeople were *like him*. *Many a smile* of the bystanders followed this remark ; and we both parted.

4. I fully believe that Mr. Macaulay, when in health, was a finer and more graceful speaker than *any other* of the day, and, with, perhaps, the exception of Sir Robert Peel, was the finest orator on the occasion I allude to. So *general an opinion* has greater force than the humble statement of one individual.

5. Three or four of the 7th regiment were passing the Scotch forces, who were preparing to go to our Indian possessions, and they, unanimously, gave a round of applause, when they heard the rolling drum summoning the glittering throng.

6. The tri-coloured flag waved at the head of the French forces, and several men belonging to the Highland regiment formed in double rank and marched, *each and every* one in excellent spirits, to assist their well-known partners in arms. None of the men were discouraged at the daring and dangerous feats of the enemy.

#### QUESTIONS.

1. Write out the *adjectives* in the sentence No. 1, and explain the force of the *adjective* when placed without the *substantive*.—(Obs. 5, page 12; and Obs. 1, Rule V. page 55.)

2. Is the verb "is" correct in the second sentence ? What is the difference in the expression "BACH" and "EVERY ONE" ?—(Obs. 4, page 15; and Obs. 2, page 55.)

3. Explain, in sentence 3, the difference of placing the adjective "NEW," and say what words "WARM" and "WARMLY" qualify. Is "MANY A" correct, as the word *many* implies plural ? What part of speech is "LIKE" ?

and explain the reason for "HIM" being in the objective.—(Obs. 5, 6, and 7, Rule V. page 55.)

4. Write out the *comparatives* and *superlatives* of the sentence No. 4, and explain the force of the word "OTHER," by showing what the sense would be if "OTHER" were omitted. Is "SO GENERAL" better than "SO UNIVERSAL" ?—(Obs. 4 and 6, Rule VI. page 56.)

5. Classify the *adjectives* in the sentences Nos. 5 and 6, and explain the part of the sentence containing "BACH" and "EVERY." To which would "BACH" refer ?—(See Obs. 4, page 15.)

#### LESSON VI.

(Read remark given before Lesson II.)

#### PRONOUNS, &c.

1. As the corporal and private *were* passing the door of the National school, *they* received the congratulations of all the poor children, on seeing *them* return to *their* country.

The handsome corporal, and brave man, *was* greatly sympathized with on account of the loss of his arm.

2. My brother is much taller than *I*; but our friends have given a better education to *me* than *him*. He has, however, an excellent disposition, and is certainly a youth than *whom* a more ingenious character never lived, and he is certainly one *whom* all greatly esteem.

3. I am certainly a teacher who *adopts* a plan that seems to give universal satisfaction, but I am a man who *insist* upon a proper attention to all reasonable requests.

### QUESTIONS.

1. Explain the reason of "THEY," and give the *antecedent* to the pronoun. Is "WAS" correct in the second part of the sentence? If so, explain.—(Obs. 1, Rule VII. page 58.)

2. Give the reason of the personal pronoun "I" being in the *nominative* in the former part of the sentence, following "THAN." Explain "WHOM" after "THAN," and can the second "WHOM" be *who*? — (Obs. 4 and 5, Rule VII. page 57.)

3. Give the difference of meaning implied by the different *persons* of the verbs "ADOPT" and "INSIST," and give the *antecedents* of the *pronouns*. — (Obs. 10, Rule VII. page 57.)

### LESSON VII.

(Read remark given before Lesson II.)

#### VERBS AND PARTICIPLES.

1. From the statement made, it appears to be *he* who was the guilty party; but I certainly understood it to be *her*, as she certainly is not the person *who* she seems to be.

2. If he *is* sincere in the remarks he made, I am quite satisfied that he is an honest man; and if he *be* but discreet in his actions, he must eventually overcome all prejudices.

3. I did not observe him *do* what you said he did; but, *to tell* the candid truth, I cannot say that he is much liked; and I heard *him* *repeat* the same thing you blamed him for on several occasions.

4. When I was in the country, I intended *to go* and *visit* my friends; but, after I had well *considered* my plans, I found, to my disappointment, that I had not time. I well know that I ought *to have done* so if circumstances had not prevented me; and *I ought to be* sorry for losing so excellent an opportunity.

5. He *enters* the territory of the peaceable inhabitants ; he *fights* and conquers, *takes* an immense booty, which he *divides* amongst his soldiers, and *returns* home to enjoy an empty triumph ; but he has *been*, and will be always, respected.

6. As I was reading the works of that *shining* scholar, I was *astonished* to find that he objected to the *exercising* of the mind by committing poetry to memory. *Speaking candidly*, I considered this to be an error.

### QUESTIONS.

1. Explain the rules by which the *pronouns*, in sentence 1, may be found to be correct.—(Obs. 2, Rule VIII. page 57.)

2. In the sentence marked No. 2, we find the verb put in the *indicative* in one part, and in the *subjunctive* in another. Explain the reason.—(Obs. 3, Rule VIII. page 58.)

3. Wherefore is not the sign to put before "do" and "REFRAT" in sentence 3 ? and what governs "TO TELL" ? Could the word "REFRAT" be changed into any other part of speech?—(Obs. 6, 7, and 8, Rule VIII. page 58.)

4. Explain the grammatical reason for saying "TO GO AND VISIT," instead of TO HAVE GONE, &c. Would it be right to say,

in this sentence, AFTER I CONSIDERED ? In the last phrase you find "OUGHT TO HAVE DONE," and then "OUGHT TO," &c. Show the difference.—(Obs. 2, Rule IX. page 58.)

5. In the sentence 5, the *present* tenses are used to imply *past* actions. Explain by what rule. Could the auxiliary "BEEN" be suppressed in the last part of the sentence?—(Obs. 8 and 6, Rule IX. pages 58, 59.)

6. Explain the parts of speech of the words in *italic* in sentence 6. Why is "OF" put after "EXERCISING" and not after "COMMITTING" ? How is the participle "SPEAKING" used in the latter sentence?—(Obs. 1 and 2, Rule X. page 59.)

### LESSON VIII.

(Read remark given before Lesson II.)

#### ADVERBS, CONJUNCTIONS, AND INTERJECTIONS.

1. Never shall I forget the feeling I experienced on seeing the soldiers return from the wars. When I saw the poor man press his *only* son to his breast, I considered that it was *only* a natural affection ; but when I heard that he *only* remained of his three sons who went thither, and that the two others had been killed by standing *firm* to their duty, and that their father stood the loss of his children *firmly* and resolutely, I admired the sentiments of so noble a character.

2. *Ere* you undertake this, be careful to ascertain the truth of the statement *in which* it is said that it is not considered *unsatisfactory* to effect this little advantage after a great deal of anxiety and trouble.

3. After I had ridden five miles, I stopped at a house *at* which I had often called before, and I asked to see the old man *to* whom I had a message to give. He came *down* stairs to me. I told him I was disappointed *in* not receiving my rent; but he assured me that he would soon pay it, as some property had to be divided *between* him and his brother, who was *above* stairs; and that he would have done so before, but had been disappointed *of* some property.

4. I should wish you to inquire *whether* you are right or not in saying that he made use of the exclamation, "Oh, I am deceived!" My impression is that he said, "Oh *me*! O unhappy *you*, to deceive *me*!"

5. As I was proceeding down the road, I met some one who appeared so ill that I inquired whether he had met with an accident, or had been taken ill on the road, for his appearance led me to suppose that it was either one or the other, if not both.

6. As soon as I entered the carriage, the mob cried out "Huzza!" or "Hurrah!" "Really, I cannot understand," said I, "the reason of these exclamations;" when, lo and behold! I found that there was a general election, and I was taken for one of the candidates.

#### QUESTIONS.

1. Explain the difference of "ONLY" in the *three* places, and say what words *each one* qualifies. Explain the difference of "FIRM" and "FIRMLY."—(Obs. 3, 4, and 5, Rule II. page 60.)

2. What part of speech is "MR."? and what is the force of "NOT UNSATISFACTORY"? Could you supply "IN WHICH" by *where*?—(Obs. 6, 9, and 10, Rule II. page 60.)

3. Wherefore do you put the words "AT" and "TO" before the *relative pronouns*? Explain the difference of "DOWN STAIRS" and "ABOVE STAIRS"

in the last two sentences, and wherefore "BETWEEN" is used, and not "AMONG." Explain "DISAPPOINTED OF" and "DISAPPOINTED IN."—(Obs. on Rule XII., and Obs. 6, p. 48.)

4. Can you place *if* for "WHETHER" in the sentence No. 4? Explain by what rule the personal pronoun "ME" is put in the *objective*, and in what case is "YOU"?

5. Mark the *conjunctions* and *interjections* of the sentences 5 and 6, and say to what class the words belong.

MANNER OF SUPERSCRIBING LETTERS TO, OR OF ADDRESSING, IN WRITING, OR CONVERSATION, PERSONS OF ALL RANKS.

### The Royal Family.

#### THE QUEEN.

SUPERSCRIPTION.—*To the Queen's Most Excellent Majesty.*

ADDRESS.—*May it please your Majesty; Madam; or, Most Gracious Sovereign.*

#### PRINCE ALBERT.

SUPERSCRIPTION.—*To Field-Marshal his Royal Highness Prince Albert.*

ADDRESS.—*Sir.*

#### THE SONS, DAUGHTERS, BROTHERS, SISTERS, ETC. OF THE QUEEN.

SUPERSCRIPTION.—*To his Royal Highness the Prince of Wales; To her Royal Highness the Duchess of Kent.* But in cards it is usual to say, *Your ROYAL HIGHNESS, not his or her ROYAL HIGHNESS.*

ADDRESS.—*May it please your Royal Highness; or, Sir.*

#### THE OTHER BRANCHES OF THE ROYAL FAMILY

SUPERSCRIPTION.—*To his Royal Highness the Duke of Cambridge; To her Royal Highness the Princess Sophia of Gloucester.*

ADDRESS.—*May it please your Royal Highness; or, Sir.*

### The nobility.

#### DUKE OR DUCHESS.

SUPERSCRIPTION.—*To his Grace the Duke; or, Her Grace the Duchess of Norfolk.*

ADDRESS.—*May it please your Grace; Your Grace; My Lord Duke; or, My Lord. My Lady; Madam; Your Grace; Your Ladyship.*

#### MARQUIS OR MARCHIONESS.

SUPERSCRIPTION.—*To the Most Honourable the Marquis (or Marchioness) of Lansdowne.*

ADDRESS.—*May it please your Lordship; My Lord Marquis; My Lord; Your Lordship. My Lady; or, Madam.*

#### EARL OR COUNTESS.

SUPERSCRIPTION.—*To the Right Honourable the Earl (or Countess) of Arundel.*

ADDRESS.—*My Lord; Your Lordship. My Lady; Your Ladyship.*

#### A VISCOUNT OR VISCOUNTESS.

SUPERSCRIPTION.—*To the Right Honourable Lord Viscount Ebrington; To the Right Honourable Viscountess Ebrington.*

ADDRESS.—*My Lord; Your Lordship. My Lady; Your Ladyship.*

## BARON OR BARONESS.

**SUPERSRIPTION.**—*To the Right Honourable Lord or Baron Grenville ; To the Right Honourable Lady or Baroness Grenville.*

**ADDRESS.**—*My Lord ; Your Lordship. My Lady ; Your Ladyship.*

The eldest son of a *duke* is, by courtesy, styled a *Marquis* ; the eldest son of a *marquis*, an *Earl* ; and the eldest son of an *earl*, *Viscount*,—generally assuming the second title of their fathers ; and they are addressed by the title of *Lord*, and *Right Honourable* ; but these titles are merely complimentary, and do not rank in the peerage.

The title of *Lord* and *Right Honourable* is also given by courtesy to all the other sons of dukes and marquises ; and the title of *Lady* and *Right Honourable* to all the daughters of *dukes*, *marquises*, and *earls* ; and in each case the Christian name immediately follows the title. The younger sons of *earls*, and the sons and daughters of *viscounts* and *barons*, are styled *Honourable*.

The widow of a nobleman is addressed in the style to which she was entitled during her husband's life, with the introduction of the word *dowager* in the superscription of her letters ; as, *To the Right Honourable the Dowager Duchess of Norfolk.*

The title of *Right Honourable* is likewise conferred on such persons as have the king's commission ; and on those who enjoy places of trust and honour.

## Ambassadors, Governors, &amp;c.

**SUPERSRIPTIONS.**—*To his Excellency Sir A. B., Bart., her Britannic Majesty's Envoy Extraordinary and Plenipotentiary to the Ottoman Porte.*

*To his Excellency the Right Honourable the Earl of —, Ambassador to his Most Christian Majesty.*

*To his Excellency the Baron de —, his Prussian Majesty's Ambassador at the Court of Great Britain.*

*To his Excellency the American (or Russian, or other) Ambassador.*

*To his Excellency the Honourable D— E—, her Majesty's Minister to the United States of America.*

*To his Excellency John, Duke of B—, Lieutenant-General and Governor-General of —, &c.*

**ADDRESS.**—*Sir ; My Lord (as the case may be) ; or, May it please Your Excellency ; Your Excellency.*

## The Parliament.

## HOUSE OF PEERS.

**SUPERSRIPTION.**—*To the Right Honourable the Lords Spiritual and Temporal in the Parliament of the United Kingdom of Great Britain and Ireland assembled.*

**ADDRESS.**—*My Lords ; or, May it please Your Lordships.*

## HOUSE OF COMMONS.

SUPERSRIPTION.—*To the Right Honourable the Knights, Citizens, and Burgesses in the Parliament of the United Kingdom of Great Britain and Ireland assembled; or, To the Honourable the Commons of Great Britain and Ireland in Parliament assembled.*

ADDRESS.—*Gentlemen; or, Honourable House.*

## THE SPEAKER OF THE HOUSE OF COMMONS.

SUPERSRIPTION.—*To the Right Honourable John Evelyn Denison, Speaker of the House of Commons.*

ADDRESS.—*Sir; or, Mr. Speaker.*

## A MEMBER OF THE HOUSE OF COMMONS.

SUPERSRIPTION.—*To Sir Benjamin Hall, M.P.*

ADDRESS.—*Sir.*

## THE JUDGES AND LAW OFFICERS.

When on the bench, the judges are addressed by the title of *My Lords*; *Your Lordships*; but when out of court, by their private titles. When written to, officially, their office is appended to the name; as, *The Right Honourable Lord Campbell, Lord Chief Justice of England*. The judges of the King's Bench are addressed, *Mr. Justice Coleridge*; and of the Exchequer, *Mr. Baron Bramwell* — *Sir Richard Bethell, Her Majesty's Attorney-General*.

## The Clergy.

## ARCHBISHOPS.

SUPERSRIPTION.—*His Grace the Archbishop of —; or, The Right (or Most) Rev. Father in God, Lord Archbishop of —.*

ADDRESS.—*My Lord; May it please Your Grace; Your Lordship.*

## BISHOPS.

SUPERSRIPTION.—*The Right Rev. the Lord Bishop of —; or, The Right Rev. Father in God —, Lord Bishop of —.*

ADDRESS.—*My Lord; Your Lordship.*

## THE REST OF THE CLERGY.

SUPERSRIPTION.—*The Rev., or, Rev. David Burns; The Rev. Dr., or, Rev. Dr. —.*

ADDRESS.—*Rev. Sir. If a Dean, Archdeacon, &c., the address may be, Rev. Sir, or, Mr. Dean, Mr. Archdeacon, &c.*

In the party written to, be *Dean, Chancellor, Archdeacon, Prebendary, &c.*, the office should be appended to the name, if the letter relate to their respective employments. Indeed, in the superscriptions of all letters relating to the office of the party written to, the name of office should never be omitted.

If a clergyman be ennobled, the superscription ought to be, *The Honble. and Rev. —.*

The wives of *Archbishops* and *Bishops* (unless entitled in their own right) are only styled *Mrs.*

### Incorporated Bodies.

**SUPERSRIPTIONS.**—*To the Honourable the Court of Directors of the United Company of Merchants of England trading to the East Indies.*

*To the Honourable the Governor, Deputy-Governor, and Directors of the Bank of England.*

*To the Honourable the Governor and Company of the Plate-Glass Manufacturers.*

**ADDRESS.**—Honourable Sirs; or, *May it please your Honours.*

The Lords Commissioners of the Treasury, of Trade and Plantations, of the Admiralty, &c., are styled, in superscriptions, *The Right Honourable.*

The Commissioners of her Majesty's Customs, of the Revenues of the Excise, for the Duty on Salt, for the Stamp Duties, for Victualling the Navy, &c., are styled *The Honourable.*

But should there be a nobleman having the title of *Right Honourable*, or even a commoner, who is a privy councillor, among any set of commissioners, it is proper to style them, collectively, *Right Honourable*. The usual address then is, *My Lords, Your Lordships.*

### Corporations.

The *Lord Mayors* of London, York, and Dublin, as also the *Lord Provost* of Edinburgh, are styled *Right Honourable* while they are in office, and are addressed *My Lord, May it please your Lordship, Your Lordship.* Thus the superscription will be, *To the Right Honourable —, Lord Mayor of London; To the Right Honourable —, Lord Provost of Edinburgh.*

The *Mayors* of all Corporations (except the preceding *Lord Mayors*), and the *Sheriffs, Aldermen, and Recorder* of London, are addressed *Right Worshipful*; and the *Aldermen and Recorders* of other Corporations, and Justices of the Peace, *Worshipful*.

Magistrates that are *Governors* of Hospitals, Colleges, &c., are styled *Right Worshipful*.

### The Army and Navy.

A nobleman is addressed according to his particular title, to which is added that which his commission confers on him: *To the Right Honourable —, Commander-in-Chief of her Majesty's ships and vessels in the Mediterranean.*

Generals, Admirals, Colonels, Field-officers, and all other officers, have the title of their commission set first in the superscription of their letters: *To Major-General Sir John —, Bart. and K.C. (Knight of the Crescent), Colonel of her Majesty's 87th Regiment of Foot.*

*To Major A. —, of her Majesty's 42nd Regiment of Foot; or, To Captain J. Fulford, of her Majesty's ship the Ganges; and at the beginning of letters, Sir; or when addressed by a person of very inferior station, Honoured Sir; or, May it please your Honour.*

### Baronets and Knights.

SUPERSRIPTION.—*To Sir Robert Peel, Bart. To Sir Thomas  
Reene, Kn.*

ADDRESS.—*Sir; or, Sir Robert.*

Superscriptions to the Wives of Baronets or Knights are, *To Lady Peel*;—the address, *My Lady, Your Ladyship.*

### Gentlemen by Office, Birth, or Station.

All Magistrates, Barristers-at-law, and persons executing any office under the Crown, which may not be considered unbecoming a gentleman, are styled *Esquires*, and are addressed thus: *To R. C. ——, Esq.*

OBSERVATION.—Esquires, according to law, are the *four esquires* of the Queen's Court, the younger sons of noblemen, and their male heirs for ever; the *eldest sons of baronets, knights of the Bath, and Knights bachelors*, and their *heirs male in the right line*; *barristers, justices of the peace*, all persons holding the king's commission.

N.B.—Gentlemen following any profession are styled in superscriptions *Esquires*, provided the employment be becoming the character of a gentleman.

When a letter is superscribed to *two or more* persons, the form is, *Messrs. A. and B.*, and the address, *Gentlemen*; when to *two or more* women, the superscription is, *Mesdames A. and B.*, and the address is, *Ladies*.

Serjeants-at-law are addressed *Mr. Serjeant A.*; *sheriffs* of counties, *Mr. Sheriff B.*; *professors* in the universities, *Mr. Professor C.*; members of Parliament have *M.P.* after their names; and officers in the Royal Navy, *R.N.*

### ABBREVIATIONS USED IN WRITING OR PRINTING.

A.B. or B.A. (Artium Baccalaureus), *Bachelor of Arts.*

Abp., *Archbishop*.—A.C. (Ante Christum), *Before Christ.*

A.D., or Anno Dni (Anno Domini), *In the year of our Lord.*

A.E.C. (Anno Æra Christianæ), *In the year of the Christian Era.*

A.M. (Artium Magister), *Master of Arts.*

A.M. (Anno Mundi), *In the year of the world.*

A.M. (Ante Meridiem), *Before noon.*

A.R., or Anno Rni (Anno Regni), *In the year of the reign.*

A.S.S. (Societatis Antiquariorum Socius), *Fellow of the Antiquarian Society.*

A.U.C. (Anno Urbis Conditæ), *In the year of the building of the city (Rome).*

B.C., *Before Christ.*—B.C.L., *Bachelor of Civil Law.*

Bt. or Bart., *Baronet.*—Bp., *Bishop.*

B.D. (Baccalaureus Divinitatis), *Bachelor of Divinity.*

C.B., *Companion of the Bath.*

Cl. (Clericus), *Clergyman*; or, Clk., *Clerk, a Clergyman.*

Col., *Colonel.*—Co., *Company.*—Crim. con., *Adultery.*

C.R. (Carolus Rex), *King Charles.*

D.C.L., *Doctor of Civil Law.*

- D.D. (*Divinitatis Doctor*), *Doctor of Divinity*.  
 D.D.D., used in dedications for *Dat, dicat, dedicat*; *He gives, he devotes, he dedicates*.  
 D.D.D.D. (*Dignum Deo donum dedit*), *A gift worthy of the Deity*.  
 D.G. (*Dei Gratia*), *By the grace of God*.  
 Do. for ditto (from *ditto*, Ital.), *the said*.—D.M., *Doctor of Music*.  
 D.O.M. (*Deo Optimo Maximo*), *Dedicated to the Almighty*; or, *To God who is all-powerful*.  
 F.A.S. (*Fraternitatis Antiquariorum Socius*), or F.S.A., *Fellow of the Society of Antiquaries*.  
 E.G. or e.g. (*Exempli Gratia*), *For example*.  
 F.G.S., *Fellow of the Geological Society*.  
 F.H.S., *Fellow of the Horticultural Society*.  
 F.C.P., *Fellow of the College of Preceptors*.  
 F.L.S. (*Fraternitatis Linneanæ Socius*), *Fellow of the Linnean Society*.  
 F.R.S., *Fellow of the Royal Society*; R.S.S. (*Regis Societatis Socius*), *Fellow of the Royal Society*.  
 F.R.S. and A.S. (*Fraternitatis Regis Socius et Associatus*), *Fellow of the Royal Society and Associate*.  
 F.S.A. (*Fraternitatis Socius Artium*), *Fellow of the Society of Arts*.  
 G.C.B., *Grand Cross of the Bath*.—I. e. (*Id est*), *That is*.  
 G.R. (*Georgius Rex*), *King George*.  
 H.M.S., *His or Her Majesty's Ship*.  
 Ibid. (*Ibidem*), *In the same place*.—Id. (*Idem*), *The same*.  
 I.H.S. (*Jesus Hominum Salvator*), *Jesus the Saviour of mankind*; properly IHS (Ies), for *Jesus*.—Inst., *Instant*, or *Of the month*.  
 Knt., *Knight*.—K.B., *Knight of the Bath*.  
 K.C.B., *Knight Commander of the Bath*.—K.G., *Knight of the Garter*.  
 K.P., *Knight of St. Patrick*.—K.T., *Knight of the Thistle*.  
 J.U.D. (*Juris utriusque Doctor*), *Doctor of Canon and Civil Law*.  
 C.S. (*Custos Sigilli*), *Keeper of the Seal*.  
 C.P.S. (*Custos Privati Sigilli*), *Keeper of the Privy Seal*.  
 L.C.J., *Lord Chief Justice*.  
 L.C.P., *Licentiate of the College of Preceptors*.  
 LL.D. (*Legum Doctor*), *Doctor of the Canon and Civil Law*.  
 Lp., *Lordship*.—L.S. (*Locus Sigilli*), *The place of the Seal*.  
 Lib. (*Liber*), *The book*.  
 M. (*Manipulus*), *A handful*.  
 M.C.P., *Member of the College of Preceptors*.—M.A., *Master of Arts*.  
 M.D. (*Medicinæ Doctor*), *Doctor of Medicine*; *Doctor of Physic*.  
 Mem. (*Memento*), *Remember*.  
 M.B. (*Medicinæ Baccalaureus*), *Bachelor of Medicine*.  
 M.S. (*Memoriarum Sacrum*), *Sacred to the memory*.—Messrs., *Messieurs*.  
 M.P., *Member of Parliament*.  
 M.R.I.A., *Member of the Royal Irish Academy*.  
 MS. and MSS., *Manuscript and Manuscripts*.  
 Mus. D., *Doctor of Music*.  
 N.B. (*Nota bene*), *Take notice*.—N.B., *North Britain*.  
 Nem. con. (*Nemine contradicente*), *Unanimously, or without opposition*.  
 Nem. diss. (*Nemine dissentiente*), *Unanimously, or without opposition*.

N.S., *New Style*.—N.L. (Non liquet), *It does not appear.*

No. (Numero), *Number.*

Olym., *Olympiads*.—O.S., *Old Style.*

P. (Pugillum), *Pugil or Pinch*; as much as can be contained between the finger and thumb.—Per ann. (Per annum), *Yearly*; by the year. Per cent. (Per centum), *By the hundred.*

Pro and con., *On both sides.*

P.P.D. (Propriâ Pecunia dedicavit), *With his own money he dedicated it.*

P.M. (Post Meridiem), *Afternoon.*—P.S., *Postscript.*

Q.E.D. (Quod erat demonstrandum), *Which was to be demonstrated.*

Q.E.F. (Quod erat faciendum), *Which was to be done.*

Q.D. (Quasi dictum), *As if it were said.*

Q.L. (Quantum libet), *As much as you please.*

Q. pl. (Quantum placet), *As much as you please.*

Q.S. (Quantum sufficit) *As much as is necessary.*

R. (Rex or Regina), *King or Queen.*—R.A., *Royal Academician.*

Rt. Hon., *Right Honourable.*—R.E., *Royal Engineers.*

R.M., *Royal Marines.*—R.N., *Royal Navy.*

R.S.S. (Regia Societatis Socius, or Regalis Societatis Sodalis), *Fellow of the Royal Society.*—Scil. (Scilicet), *To wit; Forsooth.*

S. (Solo), *In music.*

S.A. (Secundum artem), *According to the Rules of Art.*

S.D. (Salutem dicit), *He sends his respects.*

S.l'. (Salutem precatur), *He prays for his prosperity.*

S.P.D. (Salutem plurimam dicit), *He wishes much health, or sends his best respects.*

S.P.Q.R. (Senatus Populusque Romanus), *The Roman Senate and people.*

SS. (Semiſſis), *Half a pound.*

S.T.P. (Sacre Theologiae Professor), *Professor of Theology.*

St., *Saint, or Street.*

U.J.D. (Utriusque Juris Doctor), *Doctor of both Laws.*

U.E.I.C., *United East-India Company.*

Ult. (Ultimo), *Last, or of last month.*

V.G. or V.B. (Verbi Gratia), *As for example.*

V.R. (Victoria Regina), *Queen Victoria.*—Viz. (Videlicet), *Namely.*

W.S., *Writer to the Signet.*

&c. (Et cætera), *And such like, or, and the rest.*

£., Pound (being the initial of the Latin word libra).

s., Shilling (being the initial of the Latin word solidus).

d., A penny (being the initial of the Latin word denarius).

q., A farthing (being the initial of the Latin word quadrans).

The common Medical Contractions are,—

ss or Ana. Of each.

P. (Pugillum), *As much as may be taken between the thumb and two fore-fingers.*—M. (Manipulus), *A handful.*

Cong. (Congius), *A gallon.*—Coch. (Cochleare), *A spoonful.*

F.M. (Fiat mixtura), *Let a mixture be made.*—Ss. (Semis), *A half.*

**QUESTIONS FOR EXAMINATION**  
UPON  
**KENNY'S ENGLISH GRAMMAR,**  
WITH  
**Progressive Exercises,**  
APPROPRIATELY ARRANGED  
TO ACQUIRE A PRACTICAL KNOWLEDGE  
OF THE  
**TEXT AND OBSERVATIONS.**



## QUESTIONS FOR EXAMINATION, AND EXERCISES.

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### Orthography.

(Pages 1 and 2.)

1. What is *Grammar* ? 8. What is a *letter*, and how many *letters* are there in English ? 9. Name the *vowels*. When are *w* and *y* to be considered *consonants* ? 12. What is a *word* ? 13. Of what are *words* composed ? 14. What is *Orthography* ? 20. What is a *syllable* ?
2. How is *Grammar* divided ? 3. What does *Orthography* teach ?
4. What is *Etymology* ? 5. What does *Syntax* teach ? 6. Of what does *Prosody* treat ? 7. What is taught by *Punctuation* ? 10. What is a *Diphthong* ? Explain the difference between a *proper* and an *improper* diphthong. 11. What is a *tripthong* ? 15. How are words divided ? 16. What is meant by a *primitive* word ? 17. What by a *derivative* ? 18. What is meant by a *simple* word ? 19. What is a *compound* word ?

### QUESTIONS ON THE OBSERVATIONS.

1. From what is the word *Grammar* derived ? 2. Explain the word *Orthography*, and give its *derivation*. 3. Define the word *Language*, and trace the origin of the word. 4. What is the derivation of the words *Diphthong* and *Triphthong* ? 5. Give the *derivation* and meaning of *Syllable*. 6. What is the general rule for the division of *syllables* ? 7. What rule is there respecting the separation of syllables
- that terminate in *ch*, &c. ? 8. What have you to say respecting the terminations *cious*, *tion*, &c. ? 9. How are compound words generally separated ? 10. What is the rule respecting *ed* in separating syllables ? 11. If you have a *single* consonant between two vowels, how should the *separating* of the syllables take place ? 12. What is the rule respecting the *derivative termination* and *grammatical affixes* ?

### Exercises

#### ON THE DIVISION OF SYLLABLES.

*Let the pupil copy these words, and say under what rule the separations are applicable :—*

Diet, digger, dilators, windmill, leader, encamp, enemy, ennable, fuel, envy, title, ficititious, bunches, ocean, fallacious, below, readest, provincial.

*Divide the words in the following sentence, and be prepared to give the reason :—*

A sentence is or simple or compound ;  
Still in the first are affirmations found.  
And of the subject, too, one name express'd  
Or understood, as is by all confess'd.  
A compound sentence is of two composed,  
Or more, by particles together closed,  
Or by conjunctive qualities combined,  
As in the examples you may quickly find.—*Brightland.*

## Etymology.

(Pages 3 and 4.)

1. What is *Etymology* ? 6. How many parts of *speech* are there ? Mention them. 16. Can these parts of speech be distinguished in any other way than by determinate rules ? Explain how.
2. What belong to *Etymology* ? 3. What is *classification* ? How many words are there in the English language ? 4. What do you mean by *inflection* ? What words admit of *inflection* ? 5. What do you mean by *derivation* ? 7. What is an *article* ? 8. How do you define a *substantive* or *noun* ? 9. What is an *adjective* ? 10. What is a *pronoun* ? 11. Explain what a *verb* is. 12. What is an *adverb* ? 13. What is a *preposition* ? 14. What is a *conjunction* ? 15. Explain what an *interjection* is.

### QUESTIONS ON THE OBSERVATIONS.

1. From what word is *Etymology* derived ? Define the word. 2. What does Locke say respecting the *etymology* of words ? 3. What is *inflection* ? 5. Give the derivation of *Article*. 6. What is the derivation of *Noun* ? 7. Explain the derivation of *Adjective*. 8. Give the derivation of *Pronoun*, and explain the reason of its being so called. 9. Give the derivation of *Verb*, and wherefore is it so called ? 10. From what word is *Adverb* derived, and why is it so called ? 10. What is the derivation of *Preposition* ? Explain its original meaning. 12 and 13. Explain the words *Conjunction* and *Interjection*.

### Exercises

#### ON THE PARTS OF SPEECH.

*Let the pupil copy the following, and mention, to each word, the part of speech to which it belongs :—*

Mind, goodness, gentle, divine, man, he, they, things, virtuous, girl, tempestuous, army, George, reads, sprightly, imprudent, bad, writes, pen, oh ! she, England, alas ! go, quickly, alack ! gold, below, apple, splendid, meanly, sun, dies, run, I, ever, bird.

*Point out the ADJECTIVES and ADVERBS in the following sentence, and say what words they qualify :—*

“That pupil has shown great application, and in a short time has learned to read correctly.”

*Point out the CONJUNCTIONS and PREPOSITIONS in the following sentence :—*

“My sister and I went from Liverpool to London, and on our road we met a man and a boy who were lying in the middle of the road.”

*Point out the VERBS in the following :—*

“He who can read and write will soon acquire a degree of improvement, if he apply himself to his studies.”

## Article and Noun.

(Pages 5 and 6.)

1. What is an *Article*? 2. Why may an *article* be considered as a kind of *adjective*? 3. How many kinds of *articles* are there? 4. In what case is *A* used, and where is it changed into *AN*?—1. What is a *Substantive* or *Noun*? 2. How many *kinds* of *names* are there? 3. What kind of *nouns* are the *names* of persons? 5. What is a *noun common*? 6. What belong to *nouns*?
5. Wherefore is *A* or *AN* called *indefinite*? 6. What is the *definite* article, and wherefore is it so called? 7. In what sense is a *noun* taken *without* an article? Give examples.

### QUESTIONS ON THE OBSERVATIONS.

1. From what word do you derive *AN*, and what remark is made respecting it? 2. To what pronoun is *THE* allied? 3. Is the article *AN* used with *plural nouns*? 4. What words beginning with *x* take *AN*? Do you pronounce the word *humble* with *x* *mute* or *aspirate*? 5. Is *A* or *AN* used before words beginning with *x* and *u*? 6. What is the rule respecting the *x* *aspirate* when the accent is on the *second* syllable? 7. Is the word *AN* ever another part of speech?—1. From what do you derive the word *Sub-*
- stantive*? 8. Explain me the meaning of the following, and give an example of each:—*ABSTRACT NOUNS*, *COLLECTIVE*, *VERBAL*, and *COMPOUND*. 3. Does a *proper noun* ever become *common*? If so, explain how, and give examples. 4. Does a *noun* necessarily express the name of a thing that does not exist? 5. Explain more fully the meaning of an *abstract noun*; and what is the term given to the class of nouns opposed to *abstract nouns*? 13. What is a *diminutive noun*? Give examples.

### Exercises

#### ON THE ARTICLE.

*Correct the following, if wrong:—*

A arm, an heir, such an one, a bird, the men, a ox, an ant, a eye, an union, a heroic man, a horn, an honour, an heart.

#### ON THE NOUN.

*Write the following nouns, and say to what class they belong:—*

Cheese, coffee, Spain, August, wheat, tobacco, Matthew, meekness, wisdom, council, union, fancy, faith, building, gilding, pride, association, hillock, Wednesday, Alma, sickness, the Cicero of the age, Duke of Wellington, whiteness, mob, gateway, sunbeam, confidence, founding, practice.

*After the separation into COMMON and PROPER, divide them into their different classes of ABSTRACT, COLLECTIVE, PARTICIPIAL or VERBAL, COMPOUND and DIMINUTIVE nouns.*

## Number of Nouns.

(Pages 6 to 11.)

1. What *inflection* do Nouns undergo? 2. How many *numbers* are there in English? 3. When is a *noun* said to be in the *singular*? 4. When in the *plural*? 5. How do nouns generally form the plural?
6. Have *proper nouns* a *plural*? 7. What *nouns* form their *plural* by adding *es*? 8. How do you form the *plural* of nouns in *y*? 9. What *singular* terminations change into *ves* in the *plural*?

### QUESTIONS ON THE OBSERVATIONS.

1. How may you define *number*? 2. What is the plural of nouns ending in *ch* hard and *o* after a vowel? Give me other words that follow the same rule. What is the *plural* of *POTATO*? 3. How do nouns in *y* form their *plural*? Give me other examples that follow the same rule. What are the plurals of *STAFF*, *FLAG-STAFF*, *FLAG*? 4. What have you to say respecting the ancient mode of writing words in *y*? 5. Give the plural of *MUSULMAN*, *TURKOMAN*, *TALISMAN*. 6. Give examples of nouns having no *singular* form. Is the word *LUNES* ever used in the *singular*? 7. What nouns have no *plural* termination? What exception to this rule? 8. Mention a few nouns that are the same in both numbers. How

would you express the *singular* form of such nouns? 9. Mention a few that cannot be classed in the formation of their plurals. 10. Give me a list of *nouns* that have a *double plural*. 11. Mention those of *singular* significations and *plural* terminations. 12. What is the *plural* of *Mice*, and what remark is made respecting it? 13. How do you form the *plural* of the compounds of *FULL*? 14. Is the word *PAINS* singular or *plural*? 15. How do words from foreign languages, ending in *ow* and *um*, form the *plural*? How in *is*? How in *us*? What exceptions to them? How in *a*? How in *xx*? Give me those that cannot be classed, as to the formation of their *plural*.

### Exercises.

*Put the following nouns in the PLURAL:—*

Genius, brother, tooth, goose, mouse, lie, child, ox, penny, die, pen, beauty, goodness, topaz, brush, monkey, key, tyro, box, snuff, folio, potato, grief, scarf, foot, index, deer, apparatus, glory, chief, portico, hero, woman, staff, delay, cherub, dogma, ellipsis.

*Fill up the following:—*

I have had two—extracted. The cat killed three rats and two—. Shakespeare and Milton were—. I do not believe in fairies and—. My two—, Charles and George, are clergymen, and give good example to their—. In the backgammon-box there are two—. He paid ten shillings in—, and two of the pence were—of Georges. He eat—for dinner. I have killed a deer, but there are more than—in the park.

*Give the meaning and PLURAL of the following:—*

Animalculum, automaton, datum, memorandum, stratum, hypothesis, focus, omnibus, appendix, dilettante, larva, polypus, genus, genius, index, miasma, bandit, beau, fungus, sarcophagus, stimulus, ephemera, nebula.

**Gender.**

(Page 9.)

1. What is *Gender*? How many *genders* are there?
2. Mention them.
3. Explain each of them.
4. Why are the *names* without life called *neuter*?
5. Mention the *three* modes of distinguishing the *sex of nouns*.
6. What are *common nouns*?
7. Are *neuter nouns* sometimes made *masculine* or *feminine*?
8. In what gender do we speak of *fishes*, *birds*, &c.?
9. Give me two examples of the *feminine* termination **IN**E.
10. Give me *three* nouns that form their *feminine* in **ESS**.
11. If the *masculine* end in **ER** or **OR**, how is the *feminine* formed?

**QUESTIONS ON THE OBSERVATIONS.**

1. From what is the word *Gender* derived, and how many are there, according to some grammarians?
2. Of what *gender* are *inanimate* objects when personified? What is the *figure of speech* called? Give examples.
3. Is the pronoun *IT* ever used with a *masculine* or *feminine* noun?
4. Explain the word *sonester*, and to what is it applied? What is the *feminine*?
5. Give the feminine of the following: — **BEAU**, **BULLOCK**, **MARQUIS**, **BUCK**; and the masculine of **MARE**, **WITCH**, **DOE**, **COUNTESS**.
6. From what are the feminines in **TRIX** derived?
7. What is the masculine of **INFANTA**, and to whom is it applied?
8. Is there any rule respecting the *feminine* of *proper names*?

**Exercises.***Write out the FEMININE of the following:—*

Bachelor, boar, patron, he-goat, prince, earl, ambassador, cock, sparrow, king, ram, horse, colt, sloven, nephew, hunter.

*Write the MASCULINE of the following:—*

Authoress, cow, aunt, widow, nymph, lass, woman, mistress, marquess, pea-hen, executrix, goose, mare, hind, ewe, duck.

*Supply the words that are wanting in the following sentences:—*

The wife of the Czar is called \_\_\_\_\_. The nuns of that convent like their \_\_\_\_\_. The poor man left a will, but the \_\_\_\_\_ would not act with the \_\_\_\_\_. The bride, Mrs. Brown, had a handsome man for a \_\_\_\_\_. The \_\_\_\_\_ of Spain will succeed to the throne. The emperor and \_\_\_\_\_ went out riding. I bought a ram and \_\_\_\_\_ to add to my flock. The wife of an earl is called a \_\_\_\_\_. I sent away my female cook, and took a \_\_\_\_\_. I exchanged my drake for two \_\_\_\_\_. I have two nephews, and only one \_\_\_\_\_.

## Cases and Persons.

(Pages 11 and 12.)

1. What are *Cases* in Grammar ? 2. How many *cases* are there in English ? 3. What *cases* are alike in English ?
4. What is the *nominative* case ? What is the *possessive* case ? What is the *objective* ? 11. In what part of a sentence are the nominative and objective generally placed ? 13. Are nouns declined ? What is the *declension* of a noun ? 14. Give an example. 17. How many *persons* have *nouns* ?
5. What is the *subject* of a verb ? Has it any other name ? Give an example. 6. How do you find out the *nominative* to a verb ? 7. What is the *possessive* case ? 8. How do you find out the *possessive* case ? 9. What is the *objective* ? 10. How do you know the *objective* in a sentence ? Give an example. 15. What remark have you to make respecting the *plural possessive* ? 16. Are *proper nouns* declined like *common nouns* ? 17. Explain the three *persons* of *nouns*.

### QUESTIONS ON THE OBSERVATIONS.

1. Explain the meaning of the *apostrophe*, and give the *derivation* of the word. 2. What is the meaning of the *apostrophe's* ? When was it introduced ? 3. Give the rule respecting the omission of the *apostrophe's* after certain terminations. 4. Can you substitute any other mode of expressing the *possessive* case than with the *apostrophe's* ? Is the noun
- in the *possessive* case when placed after *of* ? 5. Is the additional "s" ever omitted in poetry ? 6. If you have a sentence with two or ~~three~~ *possessive cases*, how would you obviate the harshness of the expression ? 7. How were our *compound nouns* formerly written ? 8. From what word is *declension* derived ? Explain the meaning from the *derivation*.

### Exercises.

Write the *POSSESSIVE, singular and plural*, of the following, if they have any :—

Bird, alderman, chimney, princess, maiden, brother, king, tyrant, remnant, ambition, child, friend, ship, money, wood, voice, joy, wine, assistance, James, leaf, Thomas, valley, Holland, church, eagle.

Correct the following :—

Three noble boy's. Englands' allys. This is the mans' hat. James's books. The tigress' teeth. For conscience's sake. The princess's carriage. I met the king at the countess' ball. I was at my father's brother's uncle's wedding. The heroes' sleep for justice's sake. I gave the coat to the footmans boy.

Insert appropriate *POSSESSIVES* in the blank parts of the following sentences :—

I bought a present for my——niece. Give me my——coat. Those seals are the gentleman's, and show the——. The woman yielded me my——property. The——collar was lost.

## Adjectives.

(Page 13.)

1. What is an *Adjective*? 5. How may *adjectives* be classed? 8. What variations do *adjectives* admit?

2. Are *adjectives* in English varied on account of *gender*? 3. How can an *adjective* be known? 4. Does an *adjective* limit the signification of a *noun*? Give example. 6. What is a *common adjective*? Define a *proper adjective*. What are *numeral adjectives*, and how are they divided? Give examples. 7. How are *adjectives* sometimes divided?

### QUESTIONS ON THE OBSERVATIONS.

1. What is the derivation of the word <i>Adjective</i> ? 2. Explain more fully the meaning of a <i>proper adjective</i> ; and give examples. What are <i>numeral adjectives</i> ? What are <i>ordinal adjectives</i> ? Give examples. 3. What is the derivation of <i>cardinal</i> , and wherefore are the adjectives of that class so called?	4. Is it right to say the <b>TWO FIRST</b> ? What are the opinions of critics respecting this expression? 5. In what sense is an <i>adjective</i> without an article taken? 6. If you use a <i>noun</i> in the formation of a <i>compound noun</i> , in what sense may the first <i>noun</i> be considered?
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## Exercises.

*Underline the ADJECTIVES in the following sentences, and tell me those that are PROPER, COMMON, CARDINAL, or ORDINAL:—*

Jacob having closed his predictions, and having again charged his sons to bear his remains to the sepulchre of his fathers in the land of Canaan, he breathed his last in the bosom of his family. Thus died the father of the twelve tribes; he was, with great lamentations, escorted to the burial-place of his ancestors (a distance of about 200 miles), not by his own descendants merely, but by all the great men of Egypt, with chariots and horsemen, even a very great company.

*Fill these blank passages with PROPER adjectives:—*

I wish to have a knowledge of the—. The—sailors are as good as the—soldiers. Scotland has produced great—chiefs.

*Fill the following with NUMERAL adjectives:—*

George—succeeded George the—on the throne. Man's—disobedience. I said the same thing—times. At the end of the half-year I was—in my class, and now I am—. On the—of February, and on the—day of the week, I was left alone in a foreign country. — of my companions out of the—were killed, and only—remained with myself to meet the enemy.

## Pronominal, Verbal, and Compound Adjectives.

(Pages 14 and 15.)

1. What are *pronominal* adjectives? 2. How may *pronominal adjectives* be divided? 7. What are *verbal* or *participial* adjectives? 8. What is a *compound* adjective?
3. What do *possessive* adjectives imply? Name them. 4. To what do *distributive* adjectives relate? Name them. 5. Define a *demonstrative* adjective. Give the list of them. Do the words *FORMER* and *LATTER* change in the formation of the plural? 6. To what do the *indefinite pronominal* adjectives refer? Name them.

### QUESTIONS ON THE OBSERVATIONS.

1. How do we sometimes find the *possessive* adjectives classed? Which is considered preferable, and wherefore?
  2. In what way were *MINE* and *THEIR* formerly used?
  3. Explain the force of the words *own* and *self* in composition.
  4. Explain the application of *EACH* and *EVERY*. Give me a sentence in which *EACH* is used for *EVERY*. Is *EVERY* ever used apart from its noun? What is the derivation of *NEITHER*?
  5. Explain the demonstratives *THIS* and *THAT*. What are their plurals?
  6. Do we frequently find the word *YON* in composition?
- What are the *comparative* and *old form* of the word? 7. Can the *indefinites* *ONE* and *OTHER* be declined? Mention the derivation of *ONE*. Has the word a plural form? What is the meaning of *ANOTHER*? Is it good to say *another such a man*? If not, give the reason.
8. How do you distinguish a *participle* from a *participial adjective*? 9. Are the *compound* adjectives numerous in English? If so, on what account? 10. Is it right to say *SIX FEET HIGH*? If not, explain the rule.

### Exercises.

Underline the PRONOMINAL, VERBAL, and COMPOUND adjectives in the following sentences:—

As I was passing the whitewashed wall near my house, I was surprised to see an interesting boy amusing himself with looking at some sparrows that were building their nests near the roof of the ill-shaped dome of the old castle. I told him that their intention was evidently to conceal the eggs from his view, so that they might be, if possible, in quiet safety.

Fill up the following blank passages with PRONOMINAL, VERBAL, and COMPOUND adjectives:—

—boy is not so attentive as—pretty little—girl. —boy of the class offered me an apple and a pear, but I took—from—of them. —boys are not so clever as—men. I heard the—thunder and saw the—lightning. One should not be so self-sufficient as to maintain—views too obstinately against—opinionist.

## Degrees of Comparison.

(Pages 15 and 16.)

1. How many *degrees* of comparison are there? Name them. 4. How are the comparatives of words of *one* syllable formed? 5. How do you generally form the comparative of words of *more than one* syllable?

2. What does the *positive* express? What the *comparative*? and what the *superlative*? 3. What adjectives admit of *comparison*? 6. How do you compare adjectives ending in *y*? Are all words in *y* compared the same way? 7. Give me the *comparatives* and *superlatives* of the following:—*Little, far, bad, much.* 8. What remark have you to make about the *comparison* of words of *two* syllables ending in *e*? 9. When you speak of *two*, what degree of *comparison* should be used? 10. Are *double comparatives* and *superlatives* allowable?

### QUESTIONS ON THE OBSERVATIONS.

1. Do all grammarians give *three* degrees of comparison? What arrangement is preferable? Give the reason. 2. What have you to remark in forming sentences that have *comparatives*? 3. What other rule is worthy of remark? 4. Is the word *LESSER* ever used? Is the expression *Most HIGHEST* ever used? By whom? In speaking of our Heavenly Father, which is preferable, the *HIGHEST*, or *Most HIGH*? 5. How are *ELDER*, *ELDEST*, and *OLDER*, *OLDEST* applied? 6. Give me some words that are *comparative* in *Latin*, but not so in *English*. What rule must you follow with respect to those words? 7. What is the consequence of *VERY* being placed before an *adjective*? Is there any other word that has the same force? 8. How are degrees of *distinction* expressed in forming the *comparative*? 9. What remark have you to make respecting the word *most* at the end of a word? 10. What remark have you to make respecting the word *BEST* before an *adjective*, and the *affix* *ISH*? 11. Do all adjectives admit of comparison?

### Exercises.

Compare the following ADJECTIVES:—

Long, rich, slow, grateful, favourable, tall, sweet, thin, acceptable, rough, ardent, handy, humble, lovely, ready, sagacious, magnificent, gay, simple, bad, far, late, old, deep, easy, lazy, serene, good, white, clumsy, sorrowful, sweet, virtuous.

Fill up the following sentences, first with a *POSITIVE*, then with a *COMPARATIVE* and *SUPERLATIVE* *adjective*:—

We cannot find— place. The—part was not considered—. This is not—the man you spoke of. I must have a—evidence. I saw—faces in all directions. That piece of iron—. That path is—. His face was—. He was not only a—man, but likewise—.

Underline the ADJECTIVES that cannot be compared:—

Dusk, swift, equal, gold, warm, triangular, square, Gloucester, broad, immeasurable, old, lovely, abstemious, immortal, eternal, oblong, round, entire.

## Personal Pronouns.

(Pages 19 and 20.)

What are *Pronouns*? How are *pronouns* divided? 1. What are *personal* pronouns, and how many are there? 4. Do *personal* pronouns undergo any change in their form? 5. How many *numbers*, *genders*, and *persons* have they? 7. Decline the *personal pronoun* I. Decline THOU, *singular* and *plural*. Decline the *pronoun* of the *third* person.

2. What is the word *IT* sometimes considered to be? 3. What is an *antecedent*? 6. What pronoun is of the *first* person?—the *second*?—the *third*? Of what *gender* is *HE*?—*SHE*?—*IT*? 7. Is *YOU* ever used for *THOU*?

### QUESTIONS ON THE OBSERVATIONS.

1. What definition of a *pronoun* does Lambe give? 2. Mention the different classifications of *pronouns* by different grammarians. 3. What have you to say respecting the *antecedent* of the *personal pronouns*? 4. Can the pronoun *it* be used with any other person than the *third*? For what word was *xis* formerly used? When was the word *irs* introduced into our language? 5. What have you to remark respecting the pronoun personal *xis* and the pronominal adjective *xis*? 6. Wherefore may the personals be con-

sidered as *real* pronouns? 7. What kind of pronoun may you consider the *personal* pronoun with the affix *self*? What is the plural of *self*? How are such *pronouns* sometimes called? Decline *MYSELF*, *THEYSELF*. What remark have you to make respecting the pronoun *I* when used with *other* pronouns in the same sentence? 9. Should the pronoun *YOURS* be written with an *apostrophe*? What other *pronouns* were formerly used with an *apostrophe*?

### Exercises.

*Tell the GENDER, NUMBER, and CASE of the following PRONOUNS:—*

Him, mine, we, thine, yours, his, she, their, thee, I, us, it, hers, its, selves, you, ours, me, thy, me, them, her, its, we.

*Correct the following, if incorrect:—*

Give me his book and his slate. Is that yours hat? no, it is mine. Cure theeself. I thought the book was hi's, but I find it is their'a. I sign myself your's faithfully. That is his, not her's.

*Underline the PRONOUNS in the following:—*

They said that the book was mine, but I found it to be his. If you charge me with the fare, I shall consider you a rogue. The chance is thine, and I yield it thee. Hear me, ye Romans. As he was valiant, I honour him; and as he was ambitious, I slew him. I will do them no wrong. I myself gave it to him.

*Form sentences with the following words, and introduce a PERSONAL PRONOUN in each sentence:—*

Man, Paul, woman, pupil, cheek, food, wonder, Howe, playful boys, vain amusements, soldier, penitence, towers, chance, valiant, wrong, fear, hope, love, pavilion, castle, mother, child.

## Relative Pronouns.

(Pages 20, 21, and 22.)

1. Why is a *pronoun* called *relative* ? 2. What are the *relative pronouns* ? 4. How do you apply the *pronouns* WHO, WHICH, and THAT ? 7. Decline the pronoun WHO. Decline WHICH. Are they the same in *both* numbers ? 8. To what is the pronoun WHAT equivalent ? 9. When are the *relative pronouns* WHO, WHICH, and WHAT called *interrogative* ? Give examples.
3. When is THAT a *relative* ? Explain when the same word is a different part of speech. 5. To save the repetition of what *pronouns* is the relative THAT sometimes used ? Give examples. 6. Do the *relatives* THAT and WHICH change by number and case ? 10. How are the *pronouns* WHO, WHICH, and WHAT applied ? 11. Is WHO ever applied to animals ?

### QUESTIONS ON THE OBSERVATIONS.

1. What is the derivation of the word *relative*, and wherefore are the *pronouns* so called ? 2. Explain the way in which the word THAT may be different parts of speech. Give an example. 3. What peculiarity has the word THAT when it follows a *preposition* ? 4. Can we use the word THAT for WHAT, and WHAT for THAT, in sentences ? Give examples. 5. When is the *pronoun* THAT generally used ? 6. Mention when THAT seems to be preferable to WHO or WHICH. 7. What are the *compound relatives* ? Is WHOSE ever used now ? 8. Is the relative WHAT sometimes another part of speech ? 9. Is it necessary to classify WHO, WHICH, and WHAT under a different head, when used *interrogatively* ? 10. What have you to say respecting the word "AS" ?

### Exercises.

*Tell the GENDER, NUMBER, and CASE of the following RELATIVE PRONOUNS, and explain the part of speech of each THAT in the last sentence :—*

Whose, what, that, whom, who. I say that that that that that author used is not grammatical.

*Correct the following sentences that are incorrect :—*

The books whom we read. The sun who sets. I know not which is whose. The bravest man who ever lived. The same which we spoke of yesterday. Bring me those of that I spoke. I would not believe but that I was to blame. It is you who spoke to me. I saw the child whom you spoke of. Who did you dance with ? Who said so ?

*Write six sentences, and introduce in each a RELATIVE PRONOUN.*

## Verbs—Number and Person.

(Pages 23, 24, and 25.)

1. What is a *verb* ? 4 and 5. How may *verbs* be divided ?
10. How are the *transitive* and *intransitive* divided ? 11. What are *regular* and *irregular* verbs ? Give an example of each.
12. What are *auxiliary verbs* ? Name the principal of them.
14. What is a *passive verb* ? Give examples.
14. What is a *neuter verb* ? Give examples.
15. What are the *PROPERTIES* of *verbs* ? 16. How many *numbers* and *persons* have verbs ? Give example.
19. With what does the *verb* agree ?
2. What does a *verb* imply ? 3. Is a *verb* ever used in any other way ?
6. How are *active verbs* divided ? 7. When are *verbs* called *transitive* ? From what word is *transitive* derived ? 8. What is the *agent* ?—the *object* ? 9. Wherefore are verbs called *intransitive* ? 17. Have verbs *number* and *person*, properly speaking ?

### QUESTIONS ON THE OBSERVATIONS.

1. Give the derivation of *Verb*. Explain more fully what are meant by the *subject* and the *verb*. Give an example. How are the *nominative*, *verb*, and *object* sometimes called ? 2. How are verbs sometimes divided ? 3. Explain how an *intransitive verb* may sometimes become a *transitive*. 4. Give an example in which an *intransitive verb* becomes *transitive*. 5. Show the difference in placing the *AGENT* in *active* and *passive* verbs.
6. Can a verb be both *active* and *neuter* ? 7. Give examples in which the *intransitive* are followed by an *objective*, and in which a *transitive* verb may be used *intransitively*.
8. Mention the *defective verbs*.
9. Explain why the word *monopersonal* is preferable to the word *personal* for verbs of that class.
19. What remark have you to make respecting the pronouns *thou* and *thy* ?
20. By whom is the word *we* used instead of *I* ? 21. As verbs have no change in several *persons*, how do you know to what *person* they belong ? 22. How do you form the *second person singular* ?
23. Give the *present tense* of the *auxiliaries* *do* and *have*.
24. What other form has the *third person present tense* ?

### Exercises.

*Tell the NUMBER and PERSON of the following VERBS :—*

We appear. They laugh. He creeps. You enjoy. He erects. He sleeps. You drew. She reads. It rains. They begin. Ye laugh. It connects. They grow. They write. He beholds. The boy explains. The man reads.

*Correct the following sentences, if incorrect :—*

John and Charles loves their father. She and he can read. He amuse his children. He and they amuses everybody. Can thou play a tune ? What conquests bring he home ? Strike the lyre. The brave spare their enemies. Difficulties embarrasses the poor men.

*Write eight verbs in the SECOND PERSON plural.*

*Write eight other verbs in the FIRST PERSON plural.*

*Write eight other verbs in the SECOND PERSON singular.*

*Write eight other verbs in the FIRST PERSON singular.*

## Moods and Tenses of Verbs.

(Pages 25, 26, and 27.)

1. What is *Mood*? 2. How many *moods* are there? Name them.
3. Explain the *indicative* mood,—the *potential*,—the *subjunctive*,—the *infinitive*.—10. What is *Tense*? 18. What does the *present* tense show?—the *imperfect*?—the *perfect*?—the *pluperfect*?—the *first future*?—the *second future*?
4. Define *mood*. 4. What is the *indicative* mood? 5. How do you know the *imperative*? 6. What form of the verb is the *potential*? By what *auxiliaries* is the *potential* known? 7. What does the *subjunctive* imply? 8. What is the *infinitive*?—11. Wherefore are there **SIX** tenses? 12. Define me the *present* tense. 13. The *imperfect*. 14. What does the *perfect* represent? 15. What is the *pluperfect* tense? 16. Define the *first future*. 17. What does the *second future* intimate?

### QUESTIONS ON THE OBSERVATIONS.

1. Show the necessity of *Tense*. 2. Give an example to prove that the *imperative* may be an *infinitive* by another verb being understood. 3. What have you to remark respecting the termination of the verb in the *subjunctive* mood?
4. Is a verb always in the *subjunctive* when there is a *conjunction* before it? Explain the difference between "IF IT RAINS" and "IF IT RAIN." 5. Explain and define the *potential* and its *signs*. 6. By what word is the *infinitive* generally preceded? Is the word "TO" before the *infinitive* to be considered as a *separate part of speech*? 7. To what part of speech can an *infinitive* be equivalent? 8. From what is the word *Tense* derived, and how are *tenses* sometimes distinguished by grammarians? 9. Do we sometimes find the *present* tense used for the *future*? 10. Do you sometimes find the *imperfect* and *perfect* used as a *present*? 11. Explain the three different manners of expressing the *present*. When is the *emphatic* used? What is the *progressive*? 12. Has the *past tense* three forms of expressing time? What are they? Explain them. 13. Explain how the *present potential* and the *past tense* may each mean *different points of time* by the auxiliary verbs **MAY**, **MIGHT**, or **COULD**. 14. Is there any *emphatic* form in the *potential* or *infinitive*? 15. What *auxiliaries* are the most difficult to apply correctly? 16. What is the general rule? 17. Give the pithy lines by Dr. Wallis on the use of **SHALL** and **WILL**. Explain the error of the French student in the use of these *auxiliaries*.

### Exercises.

*Tell the MOOD and TENSE of the following VERBS:—*

He is dwelling. They have written. Does he read? Allow me to sing. Let him run. If he is dwelling. If it rain. I will go, and they shall remain. May I write? You can read. If we are. If you be. They must read.

*Correct the following, if incorrect:—*

They will go to-morrow. If it rain this afternoon. If I be right now. If thou preserve my life. I will go to-morrow. Thou would do it. Thou can effect it. If he dies this year. If my life be in danger at present. Let him run the danger. Thou die.

*Write eight verbs in the PRESENT TENSE, subjunctive mood.*

*Write eight verbs in the PERFECT TENSE progressive, indicative.*

*Write eight verbs in the SECOND FUTURE TENSE.*

*Write eight verbs in the IMPERFECT EMPHATIC, indicative.*

## Conjugation of Verbs—Participles.

(Pages 28 and 29.)

1. What is a *Participle* ? 2. How many *participles* are there ? Name them. 6. In what does the *present participle* end ? How does the *perfect participle* end ? How is the *perfect participle* formed ? 1. Explain the meaning of *conjugation*.
3. What is the *ending* of the *present participle*, and what does it represent ? 4. In what does the *perfect participle* end, and what does it denote ? 5. How is the *compound perfect participle* formed, and what does it denote ? How do you *conjugate* a verb *negatively* ? (page 40). Does the *negative infinitive* follow the same rule ? How do you *conjugate* verbs *interrogatively* ?—how *negatively* and *interrogatively* ? Does the word *DO* in the *negative* and *interrogative* sentences necessarily make the verb **EMPHATICAL** ?

### QUESTIONS ON THE OBSERVATIONS.

1. May a *participle* be ranked as a *different part of speech* ? What is the *derivation* of the word ? 2. Do *participles*, when forming a *part of the verb*, denote the *time* ? 3. Explain the uses of the *present participle*. Give a few instances of a *present participle* taking the form of an *adjective* and
- now, and mention some *adverbs* formed from *present participles*. 4. Explain when the *participial form* may be regarded as an *adjective*. 5. Is the *participle* in "ING" always *active* ? Explain when it has a *passive* sense. Show how the form "THE HOUSE IS FURNISHING" may be changed into the *passive* form.

### Exercises.

*Point out the PARTICIPLES that are used as ADJECTIVES* :—

Wandering minstrels. He is waiting for you. Running waters. He is running down the hill. He is rolling the ball. He is unsupported. Having quieted the negroes, they took the daring step of concealing the origin of their quarrel.

*Form sentences with the following, and make them both ADJECTIVES and PARTICIPLES, if they can be used as such* :—

Erring, baffled, concealed, faltering, dashing, imparting, lowing, bidding, verging, stamping, parting, drinking, lying, winding, obliging, dawning, writing, painting, dying.

*Write out three verbs in the FIRST FUTURE.*

*Write out three verbs NEGATIVELY in the PERFECT PROGRESSIVE.*

*Write out three verbs in the PRESENT TENSE, NEGATIVELY and INTERROGATIVELY.*

*Write out the NEGATIVE PARTICIPLES of these verbs.*

*Give the PAST TENSES and PERFECT PARTICIPLES of the following irregular verbs* :—

Bear (*to carry*), come, dare (*to venture*), dig, eat, held, lay, lie, seethe, show, shine, sink, stay, work.

*Make a list of irregular verbs that have the PRESENT, PAST, and PAST PARTICIPLE alike.*

## The Adverb and Preposition.

(Pages 47 and 48.)

1. What is an *Adverb* ? 4. How are *adverbs* placed ?—
1. What is a *Preposition* ? and before what *parts of speech* are *prepositions* mostly placed ? 5. Does the *preposition* generally precede the word it governs ?
2. How may *adverbs* be known ? 3. Are *adverbs* compared ? If so, how ?—2. What cases do *prepositions* govern ? 3. Where is the *preposition* generally placed when it governs the *relative* ? Which is the preferable way of placing it ? 4. Is the *preposition* ever compounded with the *verb* as an *affix* ? Give examples.

### QUESTIONS ON THE OBSERVATIONS.

1. From what is the word *Adverb* derived ? What parts of speech do *adverbs* generally qualify ? 2. Explain how *adverbs* may be considered as *contractions* of sentences. What are *adverbial phrases* ? 3. How do *adverbs* generally end ? What is *LY* the contraction of ? Give examples of some *adverbs* formed by the combination of *prepositions*, and examples composed of *nouns* and the *preposition* as *affix*. 4. How may *adverbs* be divided ? Give an example of each of the seven modes of division. 5. In what manner would it be better to consider the *adverb* with the article "THE" before it ?—1. What is the derivation of the word

*Preposition*, and what peculiarity has this part of speech ? 2. If the object be omitted in the sentence, what *part of speech* can the *preposition* be considered ? 3. Whence are most of the *prepositions* derived ? What are *inseparable prepositions* ? Give examples. What are *prepositional phrases* ? Give examples. 4. Explain *BESIDE* and *BESIDES*. 5. Are the words *TILL*, *UNTIL*, *EXCEPT* and *EXCLUDING*, and *SINCE*, *prepositions* ? Explain the *prepositional affixes* "o" and "a." 6. When should you use the *prepositions* *ABOVE*, *BELLOW*, *UP*, and *DOWN* ? 7. Explain the use of the *prepositions* *TO*, *AT*, and *IN*.

### Exercises.

*Supply the words wanting by ADVERBS* :—

The—he reads, the—he studies. I go—to the city, but I do—go—as you. The harvest has been—abundant this year. The man spoke long on the subject, but the lawyer spoke—and the judge the—. His letter was—written, his sister's—and his brother's—of all. I was obliged to speak to him—. He drove—down the hill. Do it—.

*Make sentences with the following ADVERBS* :—

Well, ill, beautifully, oftener, nearest, heroically, carefully, least carefully, less, oftenest, much, candidly, skilfully, sooner, bravely.

*Form sentences with the following PREPOSITIONS* :—

Against, athwart, before, concerning, near, notwithstanding, from, near, amidst, among, within, without, touching, respecting, save, but, over, through, to, towards, on, out of.

## Conjunction and Interjection.

(Page 49 and 50.)

1. What is a *Conjunction* ? 2. How many kinds of *conjunctions* are there ? 4. Do *conjunctions* govern cases ? In this sentence, **WE LOVE HIM BETTER THAN HER**, what governs **HER** ?—1. What is an *Interjection* ?
3. Why are *conjunctions* called *copulative* ?—2. If you have an *interjection* in writing or printing, what mark of *punctuation* should follow it ? Can other *parts of speech* ever become *interjections* ? 4. Do any of the *interjections* govern case ? 5. How should the interjection “*O*” be written ?

### QUESTIONS ON THE OBSERVATIONS.

1. What is the derivation of *Conjunction* ? Are *conjunctions* of much use in the formation of sentences ? 2. What is the meaning of a *copulative conjunction* ? Repeat the *copulative conjunctions*. 3. What is the derivation of *Disjunctive* ? Mention the *disjunctive conjunctions*. 4. Illustrate the difference between the two sorts of *conjunctions* by appropriate sentences. 5. What do grammarians mean by *composed conjunctions* ? Give examples. 6. When

is the word “*THAT*” a conjunction ? 7. What are the *consequent conjunctions* to the *antecedents* **ALTHOUGH**, **NEITHER**, **THOUGH**, **WHETHER**, **NEITHER** ?

1. What is the derivation of *Interjection* ? 2. Enumerate the *interjections of salutation*,—of *calling to silence*,—of *laughter*,—of *wonder*,—of *grief*. 3. Explain the difference between “*O*” and “*ox*.” 4. Explain when the *interjections* “*O*” and “*ox*” govern the *objective*, and when the *nominative*.

### Exercises.

*Supply the words wanting by CONJUNCTIONS* :—

Thomas—Charles went out. I left—I did not like the place. It is—you—he that did it. I believe he did it;—he denies it. He is wiser—he says. I told—him—his sister. He was sent away—he did not work well. You must be—ill—obstinate. Although he did it;—he denied the fact. He is so idle—I cannot effect as much good—I could wish. —learn—depart.

*Make sentences with the following CONJUNCTIONS, and put the corresponding CONJUNCTIONS to those that may be used with them* :—

As if, as though, neither, either, and also, forasmuch as, so, though, for, unless, although, but, both, if, yet, whether, nor, or, and.

*Make sentences with the following INTERJECTIONS* :—

Hush ! fie ! mum ! revenge ! alack ! ah ! hark ! huzzah ! so ! really ! oh ! ha ! alas ! fie ! avaunt !



## Syntax.

N.B.—Questions only on the Observations have been given to this part of Grammar, as a book of Exercises is in preparation, with more extensive examples, to illustrate the Rules of Syntax.

## RULE I.

Repeat the FIRST RULE of Syntax.

(Page 52.)

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| <p>1. When should "or" follow a <i>participle</i>?</p> <p>2. What <i>articles</i> are placed before <i>comparatives</i>?</p> <p>3. Explain the difference between the following <i>sentences</i> :—"He is a BETTER WRITER THAN ORATOR;" and, "He is A BETTER WRITER THAN an ORATOR."</p> <p>4. Explain the difference between a sentence beginning with "A KIND AND CONSIDERATE FRIEND;" and, "A KIND AND a CONSIDERATE FRIEND."</p> <p>5. What is the difference between the two following <i>sentences</i> :—"WHAT IS GIVEN TO THAT MAN;" and, "The WHAT IS GIVEN TO THAT MAN"?</p> | <p>6. Should the <i>article</i> be used before <i>abstract nouns</i>? Examples.</p> <p>7. When the <i>article</i> is omitted, how is the <i>noun</i> taken? Give examples.</p> <p>8. What is understood in <i>sentences</i> such as "ONCE A WHILE," &amp;c.</p> <p>9. Is the singular <i>indefinite article</i> used after <i>collective nouns</i>?</p> <p>10. What is the difference between the <i>sentences</i>, "He SPOKE WITH LITTLE EMPHASIS;" and, "He SPOKE WITH a LITTLE EMPHASIS"?</p> <p>11. What correction would you advise to be made in the following <i>sentence</i> :—"He HAD A ROLL AND EGG FOR BREAKFAST"?</p> |
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## RULE II.

Repeat the SECOND RULE of Syntax.

(Page 53.)

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| <p>1. Do all nouns in the <i>singular</i> (connected by <i>AND</i>) govern a <i>plural</i> verb? Explain exceptions.</p> <p>2. If a verb come between two nominatives, with which should the verb agree?</p> <p>3. If you have two nominatives that are nearly synonymous, may you put the verb in the <i>singular</i>?</p> <p>4. If you have two nominatives in the <i>singular</i> number, connected by "or" or "nor," in what number should the verb be?</p> | <p>5. What number of the verb follows <i>collective nouns</i>? Explain the difference, if both are used. Give a list of such words as are generally followed by a <i>plural</i>. Mention what number follows "PEOPLE" and "PUBLIC," when subjects to the verb.</p> <p>6. When a part of a sentence or an <i>infinitive</i> is the nominative to the verb, in what number should the verb be placed?</p> <p>7. Explain what is meant by a <i>nominative absolute</i>.</p> |
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## RULE III.

Repeat the THIRD RULE of Syntax.

(Pages 53 and 54.)

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| <p>1. Is the <i>possessive</i> ever changed into an <i>objective</i>? and is the <i>objective</i> with "or" always equivalent to a <i>possessive</i>? —that is to say, can both forms be indiscriminately used?</p> <p>2. If you have a <i>compound word</i>, or two names as joint possessors of anything, how should the <i>apostrophic "s"</i></p> | <p>be used? Explain exception, and give example.</p> <p>3. When is it better to use the <i>objective</i> with "or," instead of the <i>possessive</i>?</p> <p>4. If the name of the possessor consists of two or more terms, how should the <i>apostrophic "s"</i> be used?</p> |
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5. Is the following *sentence* correct? If so, explain wherefore you put the apostrophe "s" after the *proper noun* in one part of the *sentence*, and not so in the second:—"He LIVES AT Mr. SMITH'S, THE BAKER; AND FORMERLY LIVED AT Mr. WHITE, THE GREEK-GROCER'S SHOP."

6. Rectify the following *sentence*, and explain the rule:—"THEY BLAMED THE FARMER'S, AS THEY CALLED HIM, FOOLISH ATTEMPTS." Give other examples.

7. Is it preferable to use the *objective*

case with "or" instead of the apostrophic "s," when such use would necessarily employ "or" frequently?

8. Can both forms of possession be used in the *same sentence*? Give examples, and explain the difference of meaning if the apostrophe be omitted.

9. Do *participles* sometimes govern nouns in the *possessive case*?

10. When are nouns said to be in *opposition*? and, when possessive cases are in apposition, how do you use the apostrophic "s."

#### RULE IV.

##### Repeat the FOURTH RULE of Syntax.

(Pages 54 and 55.)

1. Do *intransitive verbs* govern any case? Explain, and give examples.

2. Say what verbs govern two *objectives*. What part of speech is generally understood? Give examples.

3. Give a list of such *passive verbs* as govern an *objective*. Give examples, and mention the *preferable* mode of forming the *sentence* with such verbs.

4. What case follows the verb *LET*?

and give example of a common error in the use of this verb.

5. In the expression "He WALKED A MILE," in what case is *MILE*, and what is understood?

6. Can *objective cases* follow *neuter verbs*? Correct the following:—"REPENTING HIM OF HIS FOLLIES;" "THE AUTHOR ENLARGED HIMSELF ON THE SUBJECT."

#### RULE V.

##### Repeat the FIFTH RULE of Syntax.

(Page 55.)

1. When the *adjective* stands alone in the *sentence*, what may the *adjective* be called?

2. What *number* and *person* of the verb follow the *distributive adjectives* *Each*, *Every*, *Either*, *Neither*?

3. What *adjective* in English has *inflection* in *number*? When "*THIS*" and "*THAT*" are used in a *sentence* to point out two objects, to which does "*THIS*" or "*THAT*" refer?

4. How should the *adjective* be placed to show the *noun* which it intends to *qualify*? Give examples.

5. Explain when the *adjective* should be used, and when the *adverb*. Show

the difference by an example of both.

6. What case follows the *adjective* "*LIKE*," and what *preposition* seems to be understood before the word which it governs?

7. Explain the following *adjectives*, or show how they are used:—

SUCH.	FEW.	ALL.
SO.	BOTH.	MANY.
MOST.	SEVERAL.	WHICH.

8. Show when the *adjective* may be placed *after* the *noun* it *qualifies*.

9. What remark does Cobbett make respecting the use of *adjectives* in *sentences*?

#### RULE VI.

##### Repeat the SIXTH RULE of Syntax.

(Page 56.)

1. How should the *comparative* and *superlative* be used with respect to comparison?

2. Explain when the *comparative* is followed by "or," and when by "than."

3. Show where the *sentence* "That man is wiser than he is tall and good" is faulty, and explain for what reason.

4. Explain how the *sentence* "Plati-

“**IRON IS HARDER THAN ALL THE METALS;**” and, “**A TOO GREAT EXTREM OF SELF IS OF ALL OTHER FAULTS THE MOST RIDICULOUS,**” are wrong, and give the reason.

5. Are *double comparatives* and *superlatives* allowable? Give an example of an exception.

6. Mention a few of the *adjectives* that have in themselves a *comparative* and *superlative* significance, and show

wherefore “**MORE EXTREME**” is incorrect. Correct “**SO UNIVERSAL;**” “**LESS PERFECT.**”

7. If you have a *sentence* with two or more *comparatives*, connected by *conjunctions*, how should the *comparatives* be placed?

8. What conjunction follows *comparatives* and the word “**OTHER**”? and what is the *consequent* of the *antecedent* “**SUCH**”?

## RULE VII.

Repeat the **SEVENTH RULE of Syntax.**

(*Pages 56 and 57.*)

1. Of what *gender* should the *pronoun* be when the *antecedent* is a part of a *sentence*? If the *antecedents* be two or more, connected by “**AND**,” how should the *pronoun* be used? Are there any exceptions? If so, mention them, and explain by examples.

2. If the *antecedents* be connected by “**OR**” or “**NEVER**,” how should the *verb* and *pronoun* be put?

3. Should the *personal pronoun* be used to *qualify* nouns? Explain by examples.

4. What remark have you to make respecting the *personal pronoun* following “**THAN**” or “**AS**”? Give examples to illustrate the rule. What case does “**THAN**” require when followed by the *relative* “**WHO**”? Give example.

5. How should the *personal pronouns* be placed if *two* or *three* of them be used in the *same sentence*?

6. Where should the *relative* be gene-

rally placed in a *sentence*? Give examples of the necessity of this rule to avoid ambiguity?

7. Show the impropriety of using the *pronoun* “**WHO**” to represent a name.

8. Correct the following, and explain the fault:—“**HE IS A MAN ALL ADMIRE**”

9. What *relative* had better be used after the following:—“**The Government WHO OR WHICH OR THAT?**” “**The Parliament WHO OR WHICH OR THAT?**”

10. Explain how the *pronoun* “**WHO**” may cause ambiguity in reference to the *antecedent*, and explain how such ambiguity may be avoided.

11. Is it allowable to make use of such *sentences* as *It is we?* *It is they?* Correct the following *sentence*:

“**IT IS WONDERFUL THE VERY FEW ACCIDENTS WHICH HAPPEN FROM THIS PRACTICE.**”

## RULE VIII.

Repeat the **EIGHTH RULE of Syntax.**

(*Pages 57 and 58.*)

1. Is it correct to say, “**HE DARE NOT READ IT?**” and, “**HE NEED NOT GO?**”

2. What case follows the *verb* to be and *passive verbs* of naming?

3. When should the *verb* be put in the *subjunctive mood*? Explain the difference of meaning in the following:—“**If IT SNOWS, I SHALL TAKE A CAB;**” and, “**If IT SNOW, I SHALL TAKE A CAB.**”

4. Explain when the *subjunctive mood* follows “**LAST**” and “**THAT.**” What about “**IF**,” with “**BUT**” following?

5. Give a list of such *conjunctions* as

are generally followed by a *subjunctive*.

6. When is the sign “**TO**” suppressed before the *infinitive*? Is the particle “**TO**” placed before the *infinitive* after *passive verbs*?

7. Is the *verb*, in the *infinitive*, always governed by a *verb* preceding it? What is an *INFINITE ABSOLUTE*? What *ellipsis* may be supplied in such *sentences*?

8. Can the *present participle* be used instead of the *infinitive*? If so, when is that change generally made?

## RULE IX.

Repeat the NINTH RULE of Syntax.

(Pages 58 and 59.)

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|--|---|
| 1. What care should be used in the employment of the <i>senses of verbs</i> ? Explain wherefore the sentence, "AFTER I WROTE THE LETTER, I READ THE BOOK," is ungrammatical. | 4. Show how the following sentence is correct:—"VIRTUE IS ALWAYS PLEASING, AND VICE MEETS WITH ITS OWN PUNISHMENT."   |
| 2. Is it correct to say, "I INTENDED TO HAVE CALLED UPON YOU"? If not, explain the reason. Is the sentence, "I OUGHT TO HAVE GONE OUT" right? If so, why is it correct?      | 5. What do you mean by the <i>historical present</i> ? Is it correct to say, "NEXT SATURDAY IS THE QUEEN'S BIRTHDAY"?   |
| 3. How would you correct the following:—"I HAD RATHER;" "BE THAT AS IT WILL"?  | 6. Correct the following:—"THE PEOPLE HAS AND WILL BE AGAIN PUNISHED;" "WE ARE INCLINED TO ADMIRE WHO ARE PLEASING TO US." Explain the grammatical reason for such corrections. |

## RULE X.

Repeat the TENTH RULE of Syntax.

(Page 59.)

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| 1. If the <i>present participle</i> be preceded by the article "A" or "THE," what part of speech does the <i>participle</i> represent? Does it govern any case when the <i>article</i> is omitted? Give examples. | 2. Is the <i>participle present</i> ever used absolutely? Give examples. | 3. What remark have you to make respecting the <i>past participle</i> of verbs? Give six <i>sentences</i> with the <i>past participle</i> |
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of *irregular verbs* after the auxiliary "BE" or "HAVE," as examples.

4. Which is the preferable form in the sentences below:—

HE HAS LEARNED, OR LEARNT?  
THEY HAVE RAFFED, OR RAFT AT THE DOOR?  
HE HAS LOADED, OR LOADEN THE CART?

(Consult the *List of Irregular Verbs*.)

## RULE XI.

Repeat the ELEVENTH RULE of Syntax.

(Pages 59 and 60.)

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|---|---|--|--|---|--|
| 1. Where are <i>adverbs</i> generally placed in the <i>sentence</i> ? | 2. When is the <i>adverb</i> placed first in a <i>sentence</i> ? Where are the <i>adverbs</i> <i>WHY</i> , <i>HOW</i> , <i>WHEN</i> , <i>WHERE</i> , placed in a <i>sentence</i> ? How is the <i>adverb</i> <i>ENOUGH</i> placed? | 3. Explain how the <i>adverb</i> "ONLY" should be placed in a <i>sentence</i> , and give examples. Is "ONLY" always an <i>adverb</i> ? | 4. Give the meaning of the <i>adverbs</i> <i>HERE</i> , <i>THERE</i> , <i>NITHER</i> , and <i>NEITHER</i> ; and mention a common error in the use of "HERE" and "THERE." | 5. What difference is there in the use of <i>adjectives</i> and <i>adverbs</i> in <i>sentences</i> ? Give examples. | 6. Correct the following <i>sentence</i> , and say why the <i>adverb</i> "WHEN" is not |
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preferable:—"A BRIEF REPLY, WHERE MUCH JUDGEMENT WAS DISPLAYED."

7. Correct the following expressions:—"FROM WHERE;" "FROM THERE;" "FROM PAR;" and give *sentences* with the corrected words or phrases.

8. Give *sentences* in which the word "NO" may be *adverb* and *adjective*. When is "NO" an *adverb* of degree?

9. Correct the following:—"SELDOM OR NEVER." What is the difference of meaning between "NEVER" and "NEAR"?

10. Are two *negatives* in a *sentence* allowable? If so, to what are they equivalent? Are two *negatives* always allowable?

11. What do you understand by *adverbial phrases*? Give examples of three or four.

## RULE XII.

Repeat the TWELFTH RULE of Syntax.

(Pages 60 and 61.)

1. Is a *preposition* ever understood in a *sentence*? What *prepositions* are understood in the following *sentences*:—"GIVE HIM THE PEN;" "TWICE A YEAR;" "HE RODE FOUR MILES"?
2. Is it ever allowable to separate the *preposition* from the word which it governs? If *allowable*, is it advisable?
3. What is the difference between "HE IS DISAPPOINTED OF A THING," and "DISAPPOINTED IN A THING"?
4. Tell me how the following *prepositions* are used:—  
INTO, IN, AT, BETWEEN, AMONG.

## RULE XIII.

Repeat the THIRTEENTH RULE of Syntax.

(Pages 61 and 62.)

1. In the rule relating to *conjunctions*, we find that *copulative conjunctions* connect *verbs* in the same *moods* and *tenses*. Is it always the case?
2. Do *conjunctions* connect *adverbs* and *adjectives*? When there are several *nouns* and *adjectives*, is the *conjunction* always placed before all?
3. How would you correct the following? Say if such correction is necessary:—  
"HE READS ATTENTIVELY, AND SHOULD IMPROVE." "HE DOES HIS DUTY, THOUGH FREQUENTLY IS TROUBLE-SOME."
4. What have you to say respecting the *conjunction* "THAN"? How has such seeming *impropriety* crept into the language?
5. When is it proper to express and to omit the *conjunction* "THAT" in a *sentence*?
6. When should the *subjunctive mood* follow the *conjunction*? What is the remark made in the 3rd Observation, page 68?
7. Are the following *sentences* correct? If not, correct them:—"INQUIRE IF MY BROTHER HAS CALLED OR NOT." "NOT AS I BELIEVE."

## RULE XIV.

Repeat the FOURTEENTH RULE of Syntax.

(Page 62.)

1. Do *interjections* affect the construction of *sentences*?
2. If you have an *objective* after an *interjection*, what is understood to govern it? Give examples.
3. Explain the difference between the *interjections* O! and Ox!
- What case do these *interjections* require, when they are followed by a *personal pronoun*?

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